



**CAMBRIDGE**  
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Cambridge  
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# Coursework Guidelines Booklet

Cambridge IGCSE<sup>®</sup>  
Physical Education

**0413**

For examination from 2016

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# 1 Introduction

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This edition of the booklet contains updated notes of guidance for teachers, assessment criteria for the practical activities available for Cambridge IGCSE® Physical Education (0413) and the forms required for the recording and submission of candidates' marks.

The performance of practical activities is a central and integral part of the course. Wherever possible, in the delivery of the course, theory is related to practice and practice related to theory. This approach enables candidates to appreciate, as well as to apply, the theoretical concepts.

Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning. The selection of physical activities should be influenced by:

- interests, stages of development and abilities of candidates
- teaching resources and the expertise of staff
- facilities and equipment
- time
- candidate numbers.

Candidates may use external facilities and local clubs but in all cases the Centre **must** retain the responsibility for monitoring the work and for its assessment and standardisation.

Additional materials to help you deliver Cambridge IGCSE Physical Education, including the following, can be found on the Teacher Support Site at <https://teachers.cie.org.uk>

- Syllabus
- a Report on the Examination, compiled by the Principal Examiner and Principal Moderator after each examination series
- Past Papers and Mark Schemes
- Example Candidate Responses
- PE Discussion Forum

Interactive PDF versions of the Coursework forms can be obtained from [www.cie.org.uk/samples](http://www.cie.org.uk/samples)

If you would like further information about this syllabus, please contact us. You will find the address on the back cover of this Coursework Guidelines booklet, or email us at [info@cie.org.uk](mailto:info@cie.org.uk)

## 2 Coursework overview

The coursework component requires candidates to offer **four** practical activities from at least **two** of the seven categories. Each activity is marked out of 50 marks and the Analysing and Improving out of 10 marks. The practical activities are:

Categories	Practical activities	
<b>Game Activities</b>	<ul style="list-style-type: none"> <li>• Association Football</li> <li>• Badminton</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Goalball</li> <li>• Golf</li> <li>• Hockey</li> <li>• Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Rugby Union</li> <li>• Softball</li> <li>• Squash</li> <li>• Table Tennis</li> <li>• Tennis</li> <li>• Volleyball</li> </ul>
<b>Gymnastic Activities</b>	<ul style="list-style-type: none"> <li>• Artistic Gymnastics (floor and vault)</li> <li>• Figure Skating (individual)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic Gymnastics</li> <li>• Trampolining</li> </ul>
<b>Dance Activities</b> (max 2 dance styles)	<ul style="list-style-type: none"> <li>• Educational Dance</li> <li>• Folk Dance</li> <li>• Historical Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Social Dance</li> <li>• Theatrical Dance</li> </ul>
<b>Athletic Activities</b>	<ul style="list-style-type: none"> <li>• Cross Country Running</li> <li>• Cycling</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field Athletics</li> <li>• Weight Training for Fitness</li> </ul>
<b>Outdoor and Adventurous Activities</b>	<ul style="list-style-type: none"> <li>• Canoeing</li> <li>• Hill Walking and Campcraft or Hostelling</li> <li>• Horse Riding</li> <li>• Orienteering</li> <li>• Rock Climbing</li> </ul>	<ul style="list-style-type: none"> <li>• Rowing</li> <li>• Sailing</li> <li>• Skiing</li> <li>• Snowboarding</li> <li>• Windsurfing</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Competitive Swimming</li> <li>• Life Saving</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Survival</li> </ul>
<b>Combat Activities</b>	<ul style="list-style-type: none"> <li>• Judo</li> </ul>	<ul style="list-style-type: none"> <li>• Karate</li> </ul>

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities worth 50% of the syllabus total.

In addition, candidates are assessed on their ability to analyse and improve their own or another's performance in one of their chosen practical activities, worth 10% of the syllabus total.

Therefore, in assessing practical activities, the following assessment objectives must be met (60% total weighting):

- Planning, Performing and Evaluating to account for 50%
- Analysing and Improving to account for 10%.

Candidates are assessed and internally standardised by the Centre. Centre marks are externally moderated through filmed evidence and Analysing and Improving Task samples by a Cambridge appointed moderator.

#### **NOTE**

The assessment, including the production of video evidence, of candidates performing in practical activities is an integral part of the Cambridge IGCSE Physical Education course. In addition, candidates can be placed in physically demanding situations when taking part in practical activities.

It is the responsibility of the Centre, through the Head of Physical Education or equivalent, to ensure that:

- candidates are capable of taking part in practical activities; if there is any doubt then medical advice should be sought
- the health and safety of candidates is paramount and is maintained at all times when candidates are engaged in practical activities as part of this course
- the necessary facilities and equipment are available and safe for each activity that candidates take part in
- they oversee the assessment process and that there is effective internal standardisation across the Centre's assessments and all the staff involved in the assessments, including off-site activities
- the video evidence is sufficiently comprehensive and in the correct format (either single-layered DVD or on a memory stick, in a format that can be played in Windows Media Player 12) to enable external moderation to take place efficiently.

Centres should always follow best practice in conducting practical activities. One textbook that Centres may find helpful is *Safe Practice in Physical Education and Sport* (2012), ISBN 978-1-905540945, produced by the Association for Physical Education.

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## 3 The Analysing and Improving Task

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### 3.1 Introduction

The Analysing and Improving Task assesses the ability of candidates to analyse a whole performance and to design a training programme to produce improvements in the observed individual.

The work must be completed in **one** of the candidate's chosen activities. Note that for track and field athletics and swimming, the candidate need only look at one of their events, not all three.

They may observe their own **or** another individual's performance in the chosen activity.

Candidates are expected to be able to:

- demonstrate knowledge of the required skills, tactics and fitness components appropriate to the activity
- identify strengths and weaknesses in the observed performance and present reasons for their conclusions
- plan a training program that will improve performance, referring to the strengths and weaknesses noted
- identify additional factors that may influence performance.

The written task is not a Personal Exercise Programme (PEP). Where this mistake is made, there is often insufficient focus on analysis and skill development. It is not appropriate for candidates to base their work on an elite performer.

#### Knowledge of the required skills, tactics and fitness components

This section should be brief. Candidates should not describe the skills, but may wish to explain when these skills might be used. In performance-based activities the main factors may be fitness components, but candidates should concentrate on skills wherever possible.

#### Strengths and weaknesses

Candidates should identify, with reasons, the main strengths and weakness in the observed performance. The main issues that are having a significant positive or negative effect on performance should be noted. Reasons will be based on observation and testing.

#### Training program

The program should focus on the identified strengths and weaknesses. Candidates should demonstrate their ability to apply their theoretical knowledge and, in particular, the principles of training. Candidates should avoid just producing lists of principles, or stating the theoretical explanations of the principles. Instead, candidates are reminded of the need to ensure relevance to the activity observed and the strengths and weaknesses identified.

The program should be realistic in terms of the number of sessions per week and should last six weeks. Skills should be improved over this period. Training sessions should demonstrate knowledge of structure and continuity.

## Additional factors influencing performance

Candidates should demonstrate applied knowledge of how other factors may affect performance. These may be social, physiological or psychological. This knowledge should be applied to the observed individual.

Candidates should refrain from producing lists of these factors.

## 3.2 Assessment criteria

The criteria below must be used when awarding marks. Marks should not be divided equally across the separate tasks. Instead, the whole quality of the work should be marked against the criteria. In particular, the ability of the candidate to apply their knowledge should determine the awarded level and mark.

### Criteria for assessing analysing and improving

Marks	Description
9–10	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>recognises, and can identify by name, all the essential skills and techniques of the activity and the part that tactics play (if appropriate);</li> <li>understands the clear role of a player/participant/performer, what they are doing, and what they should be doing;</li> <li>able to identify all the major strengths in a performance and why they are seen as strengths in a detailed way;</li> <li>able to identify all the main weaknesses in a performance and prioritise the appropriate means to eradicate them;</li> <li>a detailed knowledge of the main physiological, psychological and social factors that affect performance;</li> <li>able to plan a training programme in detail, taking into account all the factors that might affect the aim and design of the programme and what targets should be set.</li> </ul>
7–8	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>recognises the important skills and can attach names to all of them;</li> <li>understands the role of a player/participant/performer and what they are trying to achieve in a sound way;</li> <li>able to identify two or more strengths in a performance and be able to explain why in a detailed way;</li> <li>able to identify most of the weaknesses in a performance and be able to suggest corrective measures through training and practice;</li> <li>a knowledge of the main physiological, psychological and social factors that affect performance;</li> <li>understands how to devise a training programme, in such a way that it caters for the needs of the player/participant/performer.</li> </ul>

Marks	Description
5–6	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• recognises the basic skills and can attach names to most of them;</li> <li>• understands the role of a player/participant/performer and what they are trying to achieve in a simple way;</li> <li>• able to identify two or more strengths in a performance and be able to explain why in simple terms;</li> <li>• able to identify two or more weaknesses in a performance and be able to suggest simple corrective measures;</li> <li>• a knowledge of some of the factors that affect performance;</li> <li>• understands how to devise a simple training programme, but may not always be able to develop it for the needs of the player/participant/performer.</li> </ul>
3–4	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• recognises the basic skills and can attach some names to them;</li> <li>• understands the role of a player/participant/performer and what they are trying to achieve in a very simple way;</li> <li>• able to identify one or two strengths in a performance and be able to explain why in very simple terms;</li> <li>• able to identify one or two weaknesses in a performance and be able to suggest a very simple corrective practice;</li> <li>• a knowledge of one or two factors that might affect performance;</li> <li>• a limited understanding of how to devise a simple training programme, with little understanding of how this might improve player/participant/performer's performance.</li> </ul>
0–2	<p>A candidate will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• limited vocabulary of terms of the activity;</li> <li>• understands the role of a player/participant/performer but will not fully appreciate how the role fits into the full 'picture' of the activity;</li> <li>• able to identify only the obvious skills, techniques and fitness components but is unlikely to see how they relate to a position or role and why they are important to the overall performance;</li> <li>• able to identify one or two strengths of a performance but will only be able to identify one or two weaknesses of a performance;</li> <li>• limited knowledge of the factors affecting performance;</li> <li>• very limited knowledge or understanding of the kind of training practices used to improve performance.</li> </ul>

### 3.3 Presentation of the Analysing and Improving Task

All material that is not the original work of the candidate must be acknowledged and it is expected that any such material will be limited to short quotes and diagrams. Diagrams are useful to present knowledge of practices and drills, but any explanation must be the work of the candidate. The use of pictures purely for decorative/presentation purposes should be discouraged.

**Where use is made of internet sources, these sources must be referenced, and candidates must avoid simply cutting and pasting large sections of material from a webpage. Candidates are reminded that failure to acknowledge sources properly or copying of material from the internet could be considered plagiarism.**

Written work must always be submitted for the Analysing and Improving Task.

Candidates should aim to complete the Analysing and Improving Task using no more than eight sides of A4 paper.

### 3.4 Submission to CIE

The Analysing and Improving Task should be submitted with the Task Instructions sheet, provided on page 171, stapled to the front of the work. The awarded mark should be written on this front sheet.

Work should not be submitted in plastic wallets.

Centres are required to produce a sample of **at least 5** Analysing and Improving Tasks for external moderation. Where the number of candidates in a Centre is less than 5, **all** Analysing and Improving Tasks must be submitted.

The sample should represent the range of awarded marks (including the highest and lowest achieved by the Centre's candidates) and, where possible, be from across the range of activities offered by the Centre.

## 4 Planning, Performing and Evaluating

Centres are reminded that if practical activities are taught on a modular basis over a two year period, video evidence of candidates' ability may need to be recorded at the end of a module, and retained for moderation purposes. It is recommended that assessment takes place at least three times during a two year course so that records of progress are available and to allow for any unforeseen circumstances, such as candidate ill health, that may prevent a final assessment taking place.

Teachers must ensure that all work produced by candidates and records of assessment are retained and are available for inspection, if required, by the Coursework Moderator.

Centres assessing practical activities as part of the Cambridge IGCSE Physical Education syllabus must provide video recorded evidence of their candidates' practical performances.

The video evidence is used by the external Moderator as evidence to check on the standard of assessment. It is therefore important that Centres take great care in producing and checking the video evidence that shows accurately the performance levels achieved by candidates. Centres could potentially disadvantage their candidates by producing video evidence which is either of low quality or fails to provide the right level of evidence to justify the marks awarded.

### 4.1 Coursework requirements

- All Centres must provide video recorded evidence of performances in **every** practical activity except for:
  - Track and Field Athletics, Competitive Swimming and Cross Country Running, where candidates' performance times/distances must be provided. Centres must send all recorded times and distances which must be independently verified with a signature, name, position and date.
  - Hill Walking and Campcraft/Hostelling, where evidence of planning, performing and evaluating will be in the form of route sheets, route tracings, equipment lists, menus and expedition logs. Centres should explain how marks have been awarded and DVD evidence can help to support this.
- As a guide, each practical activity assessed at a Centre should have video evidence of between 10 and 15 minutes duration. Type of activity and candidate numbers will cause this to vary.
- All candidates assessed in an activity should be filmed together and not individually where possible. Of these, at least five should be identified who will represent the full range of marks awarded by the Centre. These candidates should be identified by large numbered bibs or card numbers pinned back and front in **each** activity. The sample of candidates filmed in each activity should be from across the ability range; ideally two high-scoring candidates including the top ranked candidate, two mid-scoring candidates and one low-scoring candidate.

### 4.2 Planning the filming

In order to produce the best filmed evidence of candidates' performances, the teacher compiling the filmed evidence needs to plan the filming.

- The teacher should plan the date(s) and prepare for the filming bearing in mind that filming can be interrupted by the weather and other school events.
- The candidates selected for the filmed activities need to be prepared for the occasion. It is usually a good idea to give the candidates practice of 'running through' the skills likely to be filmed before the day of filming. During this practice the teacher can then see where the best positions might be for placing the camera when filming each skill. The teacher should also write down each practice they intend to film. There should be no distractions from other candidates not involved in the filmed activities.

3. The best aspects of the performance should be shown. The film should provide evidence to support the awarded mark. For example, a candidate achieving a mark in the top level (41–50 marks) will demonstrate a much higher skill ability and type than a candidate achieving a mark in the third level (21–30 marks).  
For candidates achieving at a high level, little footage of basic skills is required. Focus instead should be on the higher level skills in order to confirm the marks the Centre has awarded.
4. The best filmed results occur when one teacher films the practical skill whilst another teacher organises the candidates and the practices/activities.
5. Camera, facilities and equipment need to be checked in advance of the filming in order to ensure that everything runs smoothly. Where teachers are using unfamiliar video camera equipment then teachers should spend time practising and using the equipment.
6. The video recorded evidence for indoor activities should be filmed in good light.
7. Captions on the video evidence, although not essential, can be very helpful.
8. Boys and girls can be filmed together but marks should be shown separately and in ranked order on the Centre Order of Merit sheets.
9. Accompanying notes should be provided, particularly when there is no commentary. An accurate description of how well candidates are performing is helpful.

### 4.3 Organising the skill practices

1. In each activity, different candidates should be seen demonstrating their ability to perform the essential skills in the activity. For example, in Basketball the ability to dribble, pass and receive the ball, and perform different methods of scoring in an unopposed situation should be shown. Each of these skills can be shown clearly in a small group situation. For instance, the lay-up shot can be shown with three candidates attempting to perform the lay-up shot from one side of the basket whilst two or three other candidates retrieve the ball off the backboard in a continuous drill. It may then be possible to place the candidates in a small game or group situation where team skills, if applicable, can be demonstrated. In such a situation a half-court game or a 4 v 4 game or similar might be used. Finally, the candidates should be seen in a full game situation. This latter point may not always be possible but where it is, the identified candidates should be tracked by the camera.
2. The drills and practices should be practised and during this time the teacher should consider the best possible situation to place the camera in order to get the best filmed results. Filming from an elevated position (e.g. a balcony) can give a good view of the game. However, identification of candidates is then difficult and teacher commentary is essential. Angle of filming is also important, e.g. Cricket bowling should be filmed from the side and then from behind to show the action and outcome.
3. Candidates should all be familiar with a warm up routine prior to exercise. One pupil should be nominated to lead a small group of candidates through a brief warm up routine that is suitable for the activity to be filmed.
4. Where a candidate appears in filmed evidence for more than one activity, it is useful if they wear the same candidate identifier across all their activities.
5. The responsibility for the filming of all practical activities lies with the Head of Physical Education or equivalent at the school. The filmed evidence of the practical activities must not be delegated to candidates.

## 4.4 Candidate identification

This is a critical aspect of the assessment process. Clear identification that allows candidates to be constantly and consistently identified is required.

1. Numbers or letters must be displayed on the fronts and backs of shirts and be of a size that can be clearly seen on the DVD, taking into account light and camera distance. There is no need to introduce candidates at the beginning of the film. The colour of tops, shorts, socks etc. are **not** suitable identifiers.
2. Additional captions during the video evidence can help but should not take the place of clear identifiers on the candidates themselves. Candidate names (where candidates have previously been introduced before the practice session) or colours of clothing should not be used as identifiers.
3. Candidate identifiers (e.g. the bib number the candidate wears during the session) must be written onto the assessment sheets.

As an example, when filming a game of Association Football:

1. Use two different bib colours that the candidates continue to wear throughout the game.
2. Identified candidates display numbers on the outside front and back.
3. Candidates not in the provided sample have their bibs inside out to hide the number.

In Netball candidates should start the film wearing the positional bib they use in the game.

## 4.5 Filming

The filming should consist of three aspects; warm up, practical skills and then performance in the game/activity.

1. **Warm up.** At the beginning of the filming one candidate should be seen taking a small group through a five minute warm up routine. This is only necessary for the first filmed activity. Thereafter, for all other filmed activities, it will be assumed that all the candidates are suitably warmed up.
2. **Practical skills.** A teacher should organise each skill practice. When the teacher is satisfied that the candidates know what they need to demonstrate, they should be filmed for each practice/drill. This should be continuously filmed from a distance to show all candidates in the group demonstrating this particular skill. The filming for one practice may only last a few minutes and then the teacher will move on to a different skill. Filming from a position where each candidate's numbered bib can be clearly seen is essential and in some cases that can be done from a slightly elevated position. The filming will continue until all the essential skills of the activity have been shown in isolation or in small group practices. The filming of the skills of such a small group of candidates will normally last between 7 and 10 minutes. A running commentary, constantly identifying candidates in the activity situation, is also very helpful to the moderator. By commentating, the teacher can identify candidates' strengths and weaknesses.
3. **Activity/game.** The conclusion of each filmed activity will be the filming of an activity/game situation. This may be a full game, a small-sided or conditioned game. This can be difficult in a large game such as Football or Hockey. In such cases, the filming might need to be done from a closer situation and each identified candidate should be 'tracked' by the camera, ideally when they are near to the action in the game. Filming from a slightly elevated position nearly always produces good results. The filming of the activity/game should be for about 5 to 7 minutes.

In summary, film angles should allow the following to be seen:

- candidate identifiers at all times
- the execution of skills
- the outcome, e.g. the result of a Tennis serve, a bowl in Cricket, etc.
- the interaction in conditioned team situations, e.g. marking in Netball.

Background commentary to assist candidate identification or explanation of skills is very helpful. Centres are urged to avoid pupil comments, background discussions, shouts of praise and, if possible, wind noise which sometimes makes commentaries difficult to hear.

## 4.6 Common problems when filming

It is important that video evidence is checked to ensure that it is clear and that there are no problems.

Problems that frequently occur include:

1. Sequences of filming of the ground when the camera is inadvertently left recording without an operator.
2. The camera pointing into bright sunlight from a dark gymnasium, making it impossible to identify candidates. Whenever possible try to film in natural light or with sunlight behind the camera. Modern video cameras automatically adjust the light intensity but often take time to do so. Move the camera from light to dark slowly.
3. Too much hand-shake when filming. The operator needs to hold the camera very steady when filming. This will come with plenty of practice. Use of a tripod may be helpful.
4. People talking behind the camera.

## 4.7 Method of assessment

Centres should decide which activities should be taught and assessed. This will be determined by several factors including candidate ability, Centre expertise and facilities available. Activities outside the school curriculum (where students have developed ability through other providers) can be assessed, but the responsibility for the marks must remain with the nominated member of staff at the Centre and the activity must be on the list of practical activities found on page 3 of this booklet.

1. Candidates should be familiar with the practices, drills and games that are used for assessment.
2. Candidates within each activity should be placed into a rank order, males and females in separate lists with the most able candidate at the top.
3. Levels should be allocated and then, finally, marks awarded. Marks should reflect similarities and differences between candidates.  
For example, if two candidates are adjudged to be in the top level (marks 41–50) for an activity, but the judgement is that one candidate is half a level better than the other, the mark difference should be approximately five marks.
4. Activities should be standardised against each other to ensure that all activities and candidates have been marked to a comparable standard (i.e. it should be equally difficult to achieve, for example, 38 marks in Association Football as it is in Rock Climbing).
5. Assessment data should be entered onto the assessment sheets.

## 4.8 Internal standardisation

You should have a system of internal standardisation if you have more than one group of candidates being taught an activity in the Centre.

The internally standardised marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 0413) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

If you offer off-site activities, such as Skiing and Horse Riding, and where instruction is provided by qualified instructors, the assessment process must be carried out by Centre staff to verify the accuracy and authenticity of the marks awarded.

## 4.9 External moderation

Centres are required to send video recorded evidence of a sample of candidates' practical performances in terms of planning, performing and evaluating, plus your assessment sheets, as well as written coursework evidence for analysing and improving to Cambridge.

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## 5 Administration

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Teachers mark all coursework. Centres then internally standardise Teachers' marks. Coursework mark sheets, video recorded evidence of candidates' performance in practical activities and evidence of their analysing ability are then submitted to the Cambridge appointed Moderator. The deadlines and methods for submitting internally assessed marks are in the Cambridge Administrative Guide available on our website.

The purpose of the moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre and that each teacher has applied the standard appropriately across the range of candidates and activities within the Centre.

Centres should provide recorded evidence of performance of a sample of at least **five** candidates from across the ability range in each of the practical activities offered by the Centre. Where less than five candidates have selected an activity for assessment, evidence is required for **all** candidates. In addition, Centres should provide a sample of **at least five** written Analysing and Improving Tasks to show their candidates' ability to analyse their own or others' performance.

### 5.1 Minimum coursework requirements

If a candidate submits no work for the coursework component, then you should mark the candidate as being absent from that component on the coursework mark sheets that you send to Cambridge. If a candidate completes any work at all for the coursework component then you should assess the work according to the criteria and marking instructions, and award the appropriate mark, which may be 0 (zero).

### 5.2 Submission to Cambridge

Follow the processes for selecting and submitting coursework samples for moderation as detailed in the *Cambridge Administrative Guide* and the samples database ([www.cie.org.uk/samples](http://www.cie.org.uk/samples)).

### 5.3 Documentation

The following documents should accompany the video evidence:

- MS1 (or equivalent).
- Coursework Summary Assessment Form.
- Centre Order of Merit Sheets for individual activities showing candidates' marks in rank order for each activity. The sample of candidates shown in the video evidence should be identified on the Centre Order of Merit Sheets. The candidate identification in the video evidence should match the identification on the order of merit sheets.
- Supporting evidence for activities for which video evidence is not provided, e.g. hill walking log books, orienteering competition results print outs, etc.
- A sample of **at least five** Analysing and Improvements task sheets.

## 5.4 Filmed evidence

Video evidence must be on full size, single-layer DVDs that are not region-locked, or on memory sticks. Use as few discs/sticks as possible, preferably one. Mini DVDs or other formats are not acceptable.

Video evidence must be compatible with Windows Media Player. It is important to check that the appropriate software is used to ensure that your Centre's filmed evidence can be viewed in the UK by the moderator. Title menus and chapter breaks for DVDs and clearly labelled files in folders for memory sticks aid navigation by the moderator.

## 5.5 Packaging the video evidence

It is the responsibility of the Head of Physical Education or equivalent to ensure that the video evidence is as good as it possibly can be for moderation purposes. Once the video evidence has been checked for flaws/problems and is considered clear enough for moderation, the name and number of the Centre, examination session and date of filming should be clearly written, using a suitable pen, on the top of the DVD or on a label on the memory stick. Do not stick labels on the top of the DVD as they cause problems in computers when they are being viewed and have to be specially removed. DVDs should be placed into DVD cases. Memory sticks or DVDs should then carefully be packaged in safe wrapping (bubble wrap is ideal). All the necessary documentation should be included along with the video evidence.

**Centres must check video evidence prior to dispatch to ensure that the evidence is appropriate and suitable to support the marks awarded.**

## 5.6 Special arrangements

For candidates who are unable to complete the full assessment of coursework or whose performance may be adversely affected through no fault of their own, you should consult the procedures which can be found in the Cambridge Handbook. You should apply for special arrangements in such cases as early as possible during the course. Centres are advised to retain video evidence of candidates' assessments during the course of study in case of injury. In order to be eligible for special considerations, candidates must have been assessed in the Analysing and Improving task as well as assessment in a **minimum** of at least **two** of the four practical activities. All cases of special considerations must be accompanied by full evidence, details of which can be found in Section 5.8 of the Cambridge Handbook.

## 5.7 Authentication

As with all coursework, you must be able to verify that the work submitted for assessment is the candidate's own work.

## 5.8 Pupils with disabilities

You should not prevent any candidate from participating in the practical activities on the grounds of disability.

Within the range of practical activities offered, candidates with disabilities will be capable of achievement in the assessment objectives with or without adaptation in their chosen activities.

Where a candidate with a disability chooses an activity which needs adaptation to meet their needs, you must take steps to ensure that they are not penalised. In such instances, and before beginning to teach the course, you must inform Cambridge, indicating the nature of the candidate's disability and suggesting ways in which the activity might be adapted. Cambridge and the Principal Moderator will then consider the situation.

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## 6 Activity assessment criteria

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### 6.1 Games

Candidates should demonstrate knowledge and understanding in order to:

- play the full recognised version of a competitive game
- use increasingly advanced strategies and tactics of competitive play and adapt these to the strengths and limitations of other players
- perform increasingly advanced techniques in a game and know how to improve performance
- co-operate with others in regular practice in order to refine their technique
- implement the rules of the game including those governing specific competitions.

## Association Football

### Basic skills and techniques

Passing	Types of pass, ground, lofted, chip, volley, position at each pass, uses of the passes in the game, use of either foot, inside or outside. Accuracy and weight of the pass. Angles of the pass, ability to get free for a pass, selection of the appropriate pass, communication between players.
Control	Use of various surfaces, (head, chest, foot, thigh), relax and retract the surface used, control away from a defender or towards a team-mate, control under pressure, get into line with the ball, eyes on the ball throughout.
Dribbling	Running with the ball, with and without pressure, changing rhythm and pace, direction, using different parts of the foot, use of feints, body swerves. Beating an opponent, in particular positions (wing) and shooting. Screening to gain time for a pass.
Heading	Attacking – head down and to wrong-foot goalkeepers. Defending – head high, wide and for distance contact with the ball in attack or defence. Jumping to head the ball, heading as a pass, heading while being marked.
Shooting	With either foot, inside or outside, short and long-range shots, swerving shots, volleys, side-on or facing the goal, penalty kicks. Position to shoot after control, the accuracy of the first touch. Power versus accuracy. General technique, head down, good contact, follow through.
Tackling	Interception before tackle, jockeying for position, front tackle, side tackle, slide tackle, recovery after the tackle, transfer of weight during the tackle.
Goalkeeping	Collecting the ball at various heights, body position, shot stopping, dealing with crosses, narrowing of angle, punch or catch, body behind the ball throughout. Throwing, place kicking, kicking from the hands, punching (two hands if possible), diving at players' feet, anticipation, distribution. Communication with other players. Positioning at various set pieces.

### Tactics and team skills

To include individual positions and roles of the players.

Principles of play	Attack, depth and width, penetration (route one), mobility of all players but particularly attackers, improvisation. Defence, depth in defence, concentration, delay to allow defender to recover, balance both in position and individual team players. Defence – control and restraint.
Systems of play	4-4-2, 4-3-3, 4-2-4, sweeper systems, one to one and zonal marking, advantages/disadvantages of the systems used in particular situations, systems reflecting conditions of play.
Set play	Positions for attack and defence at dead ball situations, e.g. kick-offs, corners, throw-ins, goal kicks, free kicks (direct or indirect). Positions, as they vary in different parts of the field.
Other aspects	Overlapping play, diagonal running, cross-over plays, tactical use of offside, blind side running.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game**

Including the rules/regulations and safety procedures.

## Association Football Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to show to a high standard a full range of skills, understanding and 'vision' in respect of an individual position. Also, as a result of their 'reading' of the game and good positional sense they are able to perform the skills, if required, at varying speed with consistency, accuracy and with total control.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations of successful team play</li> <li>• a good understanding of positioning and specific role awareness</li> <li>• an ability to show the full range of skills in relation to an individual position but not always relating these to the 'reading' of the game. They would display many of the following: good balance in running, dribbling and distribution skills; ability to turn sharply; show good speed off the mark; ability to dummy an opponent; show good timing in kicking, heading and tackling and instinctively passing and moving to support play. In the case of a goalkeeper, they would display good catching, kicking and throwing skills</li> <li>• an ability to apply tactics to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to make sensible choices but not always having the time to execute the required skill well</li> <li>• an ability to execute a variety of individual skills relative to an individual position but possible inconsistency in technique execution, particularly when under pressure.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to execute some skills relative to an individual position, but not always having the control to make a positive contribution to team play</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• a limited ability to select the appropriate basic skills in order to contribute to the game</li> <li>• a limited ability to execute the basic skills in a practice and game situation.</li> </ul>

## Badminton

### Basic skills and techniques

Strokes/shots Forehand or backhand as appropriate, correct grips, forehand, backhand.  
Forehand and backhand high and low clear, forehand smash, forehand drop shot, forehand and backhand drives, net play, return upshots and low/high/flick serves.  
Technical Points.  
Grip, preparation for the shot (body position), execution of the shot, to include footwork and arm action as well as general body position, follow through, recovery from the shot, flight and direction of the shot, selection of the shot.

### Tactics and team skills

Singles Basic positioning, movement around the court, tactics during rallies, shot selection, variety in play and shots, attacking space.

Doubles Basic positioning for men's and women's doubles, and mixed doubles, tactics adopted during rallies to gain the attack, variety of shots, variety in play.

Serving Serving strategy (low/high), receiving and returning service, varying the service.

Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Badminton Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play in both singles and doubles games</li> <li>• a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in a game</li> <li>• an ability to select and use the correct strokes effectively in both practice and game situations, in singles and doubles, and produce good attacking strokes</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play in both singles and doubles games</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to make sensible choices when choosing the best shot and understand the principle of attacking space</li> <li>• an ability to execute a variety of shots in a game situation</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules/regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to execute basic shots with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• a limited ability to select the appropriate shots in order to return the shuttlecock</li> <li>• a limited ability to execute the basic shots in a passive situation.</li> </ul>

## Basketball

### Basic skills and techniques

Basic Stance	Triple threat position for passing, dribble or shoot, feet shoulder width apart, knees slightly bent.
Shooting	Set shot, 90° shoulder, elbow, wrist, fingers spread out underneath ball, position of ball, basic stance, extension of joints, wrist, height of shot. Jump shot – above plus jump. Lay-up – footwork, high release, drills. Hook shot – bowling action, high release, footwork.
Passing	Chest pass, bounce pass, overhead pass, javelin pass. Use of pass, signalling, receiving (moving, footwork, feinting). Dribbling/footwork. Both hands, hand position, head up, body between opponent and ball, waist height.
Footwork	Pivoting, 1 count stop, 2 count stop.

### Tactics and team skills

One to One Offence	1v1 – moves, fake and drive, cross-over step. 2v2 – above plus pass and cut, backdoor move. 3v3 – above plus pick and roll, on the ball, off the ball.
Defence	1v1 – basic stance, step and slide, reverse pivot, between ball and basket, arm's length away and a bit, force opponent onto weakhand. 2v2 – above plus denying pass, land in passing lane, position on court, help defence. Full Court – denying the pass. Zone Defence – types of zone defence (positions, positional responsibilities, reasons why it is used). Fast Break – methods (use of fast break methods).

Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Basketball Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• a full range of skills in a competitive game relative to their age group, showing good reactions and an element of disguise in play; skills to include left and right handed lay-up shots</li> <li>• an ability to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation</li> <li>• an awareness of tactics and strategies necessary for successful team play including the ability to set a pick (screen) and roll situation.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play</li> <li>• an ability to play strongly in an individual position and make a good contribution in a game relative to their age group</li> <li>• an ability to display good ball handling, retention and distribution skills with some minor faults</li> <li>• an ability to shoot consistently well from a distance and mark the basket using a variety of techniques and rebound effectively</li> <li>• an ability to show good balance and determination in different forms of defensive play.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules/regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness; court circulation is noticeable and they move to support colleagues in offensive play</li> <li>• an ability to dribble the ball with either hand and choose the most appropriate pass effectively</li> <li>• an ability to shoot quite well, feint and drive to a lay-up shot in practice but less consistently well in a game situation</li> <li>• an ability to apply simple tactics with a measure of success.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules/regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves quite well for a practice game but difficulty in integrating some of the skills into the game and occasionally infringing double dribble and travelling rules</li> <li>• an ability to pass the ball into a space ahead of colleagues but not always able to support the receiver in offensive play</li> <li>• an ability to shoot, dribble and pass with partial success, but limited by their technique. The lay-up shot is likely to lack fluency and is frequently done off the wrong leg</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at the basic level.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a limited understanding of the rules/regulations of the game</li><li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li>• an ability to throw, catch and shoot, more frequently from a static position, though not accurately</li><li>• an ability to dribble the ball whilst stationary but showing poor application of the footwork rule, leading to consistent violation</li><li>• a limited ability to use space and showing little awareness of others on court.</li></ul>

## Cricket

### Basic skills and techniques

Batting	Demonstration of grip/stance and back lift. Ability to play the following shots showing the correct preparation in terms of footwork, body position and actual bat movement: forward/backward defensive, on/off drive, pull/cut (late and square). Correct calling and running between the wickets.
Bowling	Be able to demonstrate a measured smooth economical run up, delivery action and follow through with a good degree of consistency. Understand what is meant by good line and length and be able to demonstrate it with consistency and accuracy, either demonstrate grip/action for inswing/outswing or demonstrate grip/action for off spin/leg spin.
Fielding	Be able to catch a ball using various methods appropriate to the flight of the ball (i.e. overhead, below shoulder height). Be able to throw overarm and underarm with accuracy and consistency. Demonstrate use of long barrier stop and chase, pick up and return techniques.
Wicket keeping (Specialists)	Demonstrate confidence, consistency in techniques of both standing up to slow bowlers and standing back to the pace bowlers. Show good positional sense for receiving throws and backing up.

### Tactics and team skills

Be able to set field placing for a particular bowling attack or to defend against a batting strength.  
Understand the effects of pitch condition on batting and bowling, in particular the selection of a bowling attack.  
Being able to analyse an opponent's weakness with batsman or bowler and be able to exploit it.  
Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Cricket Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to play a competitive game to a high level relative to their age group. They are able to show the full range of skills in order to produce a highly competent performance in a specialist role. A batsman will be able to select the correct strokes, showing a high degree of anticipation, balance, timing and execution of stroke. A bowler will be able to produce deliveries with speed, spin, accuracy and disguise to an appropriate field setting. Fielders will show catching, stopping and throwing skills to a high standard.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play</li> <li>• a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to display good bowling/batting and fielding skills. As a batsman they will be able to select the appropriate stroke for the line and length of delivery with only minor errors. As a bowler they are able to show the correct grip of the ball, a balanced run up, effective delivery to produce the right movement of the ball with a good measure of success. As a fielder they show good anticipation and fast, accurate throw to the wicket</li> <li>• an ability to apply tactics to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play in a game situation</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to make sensible choices when batting, bowling and fielding in order to attempt to outwit opponents</li> <li>• an ability when batting to display good stroke selection, although mainly on the leg-side and in front of the bat. As a bowler they are able to deliver a reasonable length ball with a good direction although being unable to bowl with accuracy to a particular field setting. As a wicketkeeper they are able to stand up or back as appropriate, take chances offered, collect returns thrown to the wicket and limit byes on either side of the wicket. As a fielder they have the ability to pick up a ball in the field and return it to the appropriate wicket accurately and consistently</li> <li>• an ability to apply simple tactics with a measure of success in a game.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to bat, bowl and field with a reasonable amount of control and success in a practice as distinct from a game situation. They are able to demonstrate reasonable stance, swing and timing in batting but will be limited to forward defensive and occasional strokes to the leg side. As a bowler they will be able to demonstrate an acceptable if not totally smooth and accurate delivery. As a fielder they will be able to catch a ball thrown over a distance on most occasions, use a long barrier stop and return the ball quite accurately with an over-arm throw</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• a limited ability to make the correct decision within the game</li> <li>• a limited ability to execute the basic skills of throwing, catching, bowling and batting in a practice as distinct from a game situation.</li> </ul>

## Goalball

### Basic skills and techniques

Orientation	Tactile and auditory skills for positioning and directionality. These are essential for safe purposeful movement. Sweeping with hands and feet to find lines and 'squaring up', for relationship of self to court and goal, making 'wall' parallel to baseline, 'throwing' into court.
Listening	To detect the ball and characteristics of the 'throw', i.e. position, path, speed. To detect the whereabouts and actions of others. To the referee, for game directions.
The 'throw'	Bowling action. Use backswing, one-handed, low, smooth delivery, follow through. Use speed of arm, weight transference, run up, a turn, spin, make full use of the court, release the ball close to 3 m line. Variations – straight, diagonal, 'quiet', with a turn, with spin. The penalty throw. Make full use of court, hard, fast, must be in court.
Passing/catching	One to one rolled, caught and controlled from centre to sides, vice versa and the width of the court. Timing is important, sympathetic speed and direction. Passing is needed to play to team's strength and to avoid third throw.
Defence	'Ready' position. Defensive 'wall' – hold the position with arms and legs stretched and slightly apart, head back protected by arms, safety. Movement in and out of wall quickly. Use sliding action. Hold the 'wall' firmly enough to stop the ball but 'give' to receive and 'trap' the ball. Use whole body to correct mistakes, adjust position. Taking control of the ball. Catch with hands/feet and take control of the ball. Retrieving a 'dead' ball. Defending a penalty throw.
Basic fitness and agility	To play the game successfully and at speed.

### Tactics and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: communicate by tapping floor and calling in order to change positions, calling for help with orientation, indicating the path and position of ball and alerting others, passing and catching, keeping a tally of 'throws' to avoid eight seconds infringement, using element of surprise to catch opponents unprepared, use the benefit of the fast 'turnover'.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates, move to cover gaps and lines, be alert and agile, adopt correct defensive position.

Defence/delay, concentration, control and restraint, balance.

How to apply different systems/formations of play in different situations; e.g. position of front player, side players forward and centre player back, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from set situations, e.g. starts, re-starts, penalty throws. Positions as they vary in different parts of the court.

How to apply other plays/tactics. These might include a strong player covering for a weak player.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game**

Including the rules/regulations and safety procedures.

## Goalball Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to show to a high standard a full range of skills, understanding and ‘vision’ in respect of an individual position. Also, as a result of their ‘reading’ of the game and good positional sense they are able to perform the skills, if required, at varying speed with consistency, accuracy and with total control</li> <li>• an ability to align themselves, adopt the correct defensive positions, defend from different attacking shots and attack using different feints and means of spinning the ball.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play</li> <li>• a good understanding of positioning and specific role awareness</li> <li>• an ability to show the full range of skills in relation to an individual position but not always relating these to the ‘reading’ of the game. They would display many of the following: good balance in defence and the ability to quickly turn from defending to attacking</li> <li>• show good reacting to balls bowled on left and right</li> <li>• an ability to apply tactics to overcome opponents’ weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to make sensible choices but not always having the time to execute the required skill well</li> <li>• an ability to execute a variety of individual skills relative to an individual position but possible inconsistency in technique execution particularly when under pressure.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to execute some skills relative to an individual position, but not always having the control to make a positive contribution to team play</li> <li>• an awareness of simple tactics to overcome opponents’ weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• a limited ability to select the appropriate basic skills in order to contribute to the game</li> <li>• a limited ability to execute the basic skills in a practice and game situation.</li> </ul>

## Golf

### Basic skills and techniques

The grip	Several types of grip are used; candidates must select the one which best suits their pattern of play.
Setting up	Stand behind the ball, assess the distance and direction of target area. Pick a mark just in front of the ball as an aiming point. Place the club head behind the ball, square to the line of the shot. Settle feet in order to stand at a comfortable distance from the ball, feet together and opposite the ball. Keep the shoulders parallel to the target line. Move each foot apart to adopt the correct balanced stance. The right foot will be slightly further away from the line of the ball than the left foot (right handed player). Stance will vary depending on whether it is a drive or a chip shot.
Swinging	Keep eyes on the ball throughout the swing. Move to club-head back position. Keep left arm straight in the swing at the point of contact with the ball. Action should be smooth, accelerating. Rhythm can be fast or slow but must be maintained.
Driving	The club face must be square to the target line. The clubhead must be travelling along the target line. Impact on the ball must be with the centre of the club face. The club head must arrive along the correct angle of attack. The club head must be travelling at high speed. Candidates should know the factors which cause: slices or fades hooks and draws angle of attack.
Types of club and how/when to use them:	
	Drivers (No. 1) Fairway woods (No.s 3, 5) Long Irons (No.s 3, 4) Mid Irons (No.s 5, 6 and 7) Short Irons (No.s 8, 9, wedge, sand iron) Putters.
Approach Shots	How to play pitch and chip shots; types of club, use and stance.
Bunker play	How to play bunker shots; type of club to use; stance.
Putting	Survey the putt, noticing slopes, lie of grass, whether wet or dry. Pick out target on the green. Find the most comfortable stance, one which allows body to be kept still. Grip the putter lightly with firm left wrist.

**Equipment/dealing with hazards**

Clubs Be able to identify different types of clubs, know when to use them and how to maintain them.

Bag Know what to carry in the golf bag in order to score in the game, repair greens, protect against the weather, identify balls and play (clubs, tee pegs, gloves etc.).

Hazards How to deal with water hazards, rough ground, weather conditions, especially cross winds.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game**

Including the rules/regulations and safety procedures.

Candidates should have a basic understanding of:

golfing etiquette, where to tee off from;

the rules applying to: improving lie, line or stance, unplayable lie, lost ball, bunkers, water hazards, loose impediments and obstacles, free drops, substituting and cleaning the ball, moving ball stopped or deflected, stationary ball moved, placing the wrong ball, the ball played from the wrong place, the flagstick, how to score the card.

Candidates should also have an understanding of the different formats of golf, namely:

match play golf

medal golf

Stableford competitions.

## Golf Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• a very good understanding of the grip, set up, stance, swing and stroke. Their action in driving, approach shots and putting is of a high standard, largely as a result of their timing, rhythm and attention to detail</li> <li>• an ability to judge distances very well and make the correct choice of wood/iron/putter for every stroke. They take care to assess the weather conditions and the lie of the land and knows how to play most hazards and obstacles. They have the ability to recover from a poor shot and have a good understanding of course management.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• a good understanding of the grip, set up, stance, swing and stroke. The timing and rhythm when swinging produces an effective result</li> <li>• a good knowledge of the right wood/iron/putter to be used for different shots and good judgement of distances. They take care to assess the lie of the land in preparation for every swing and makes good approach strokes and putting action</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• an ability to show the correct grip, set up, stance and swing in practice, but in competition makes errors caused by incorrect timing or rhythm resulting in the ball frequently being sliced or pulled. Their putting shows attention to planning, resulting in reasonable success</li> <li>• an ability to judge distances quite well, select the appropriate woods/irons and to plan shots adequately. They understand the lie of the land and the ball and can play out of hazards moderately well</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to adopt the correct grip and stance but because of irregularities in their swing have an inability to strike the ball consistently in the preferred direction. They take notice of the lie of the land and lie of the ball and takes some care to set up the shot correctly. Putting is likely to show weaknesses in technique and they do not have the ability to read the green which results in low success rate</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li data-bbox="280 338 1090 367">• a limited understanding of the rules and regulations of the game</li><li data-bbox="280 387 1410 454">• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li data-bbox="280 474 1418 607">• a limited ability to grip the club, adopt the correct stance and swing the club accurately. They will find it difficult to strike a ball, frequently slicing or topping it. Other approach shots will be similarly poorly performed; putting will be weak, not measured or performed with the correct pace or accuracy.</li></ul>

## Hockey

### Basic skills and techniques

Ball Control	Grip, vision, footwork. Dribbling, dodging.
Passing the ball	The hit. The push open and reverse stick. The flick. The aerial ball.
Receiving the ball	From the front. From the left. From the right. From behind.
Tackling	Closing down. In front of the body. Open side. Reverse side.
Beating an opponent	Reverse side. Open side.
Goalkeeping	Preparing to save. Saving, kicking – with the stick, with the hands and body. Positioning.
Warm up	Physiological/psychological aspects.
Fitness and training	Stamina/strength. Speed/suppleness. Skill. Requirements according to position.

### Tactics and team skills

Attacking skills and principles of play	Scoring goals. Fluidity. Incentive. Width. Support. Possession. Speed. Penetration. Mobility. Confuser attack.	Defending skills and principles of play	Preventing goals. Disciplines. Well organised. Depth. Cover. Speed. Security. Delay. Restrict space. Zonal. One to one.
Set Pieces	Penalty corner. Penalty strokes. Long corner. Free hits. 16 Yard (14.63 m) hit. Hit or push in. Push back.	Team Formations	1-2-3-5. 1-1-3-4-2. 1-1-3-3-3. 1-1-3-2-4.

Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Hockey Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to play a competitive game at a high level relative to their age group</li> <li>• an ability to show the full range of skills at the appropriate time, showing very good balance, control, composure, consistency and accurate distribution of the ball. They would be able to mark a player tightly and time a tackle well in a variety of situations. A goalkeeper would be expected to fulfil to a high standard such skills as tackling, saving with hands, diving and use of the body and distributing the ball well after a save.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to select and use the correct stickwork effectively and play a significant role in a competitive game relative to their age group. They will be able to show good control in dribbling, turning, passing, shooting and tackling skills in an individual position. They may not always be capable of using them at the appropriate time. A goalkeeper would have a good range of skills but may well not always position themselves well to defend from open play and set pieces</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to display a range of skills which enable them to play an effective role in a game relative to their age group. They will be able to intercept a pass on the open or reverse stick side, control and distribute the ball with a measure of success. However, unless they have sufficient time they are likely to be easily tackled and dispossessed. They are able to do the Indian dribble but this will not be very evident in their game. When put under pressure their skills break down. A goalkeeper will be able to show the necessary skills but more in a practice session than in a game</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to show some of the skills required in an individual position, but not always possessing the control to make a positive contribution to team play. They are likely to display many of the following: control of the ball is likely to be only on the open stick side, reactions to situations are slow and passes are frequently inaccurate, mistimed or incorrectly weighted, tackling is ineffective and there is a lack of anticipation</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li data-bbox="280 333 1090 367">• a limited understanding of the rules and regulations of the game</li><li data-bbox="280 383 1410 450">• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li data-bbox="280 465 1339 499">• a limited ability to select the appropriate skills in practice rather than a game situation</li><li data-bbox="280 515 1410 582">• a limited ability to execute the basic skills of pushing, hitting and stopping the ball but more in a practice rather than game situation.</li></ul>

## Netball

### Basic skills and techniques

Ball Familiarisation	Ball high in the air. Ball at medium level. Ball in contact with ground. Ball at floor level.
Foot Awareness	Setting the body in motion. Stopping. Pivoting. Running footwork.
Ball Handling	
Receiving – Catching	Eye on the ball. Where to receive.
Distribution – Passing	The preparation, point of release, flight, path of the ball, result. Analyse throwing action: use of chest, overhead, bounce, one handed shoulder pass. Taking the ball on the run.
Basic shooting	Base – support – focus – preparation – release – result. Shooting on the run. Step-up penalties. Tactics – division. Circle – shooting. Strengths and weaknesses.
Defending Skills	Footwork – body position – concentration. Marking a moving player. Marking a static player. Blocking. Defending the pass. Defending the shot.
Attacking Skills	Assessing opponent. Self assessment. Timing the move. Moving off the ball. Footwork and speed of reaction. Getting free – change of speed – change of direction.

### Tactics and team skills

Building a game	Grid system 2v2, 3v3, 5v5, 7v7	
Attack	Continuity Anticipation. Timing.	Surprise. Breadth. Flexibility.
Defence	One to one. Zone – half court and full court.	
Full Court Play	Horizontal banding – each player responsible for the passage of the ball through their band. Vertical banding – aids spacing, emphasise width of attack.	

Set Plays            Centre pass.  
                          Throw up.  
                          Penalty pass or shot.  
                          Side and goal line throw in.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game**

Including the rules/regulations and safety procedures.

## Netball Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to dominate an opponent whilst playing a competitive game at a high level relative to their age group</li> <li>• very good ball handling skills, a full range of throwing/passing skills and very good movement about court. They also show very good reactions, change of direction, change of speed and can fulfil positional requirements with flexibility</li> <li>• an ability to fulfil three stages of marking; the player, the ball and the space.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to play strongly in an individual position. They show consistently accurate and varied passes and equally good catching skills. They show good dodging ability and consistent footwork</li> <li>• an ability to mark players and the ball and to play an effective role in a game relative to their age group</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to show a variety of passes but not always accurately and appropriately. They have the ability and time to free themselves from an opponent and to find space. In a defensive role they can mark a player consistently but find it difficult to mark the ball and space. They are alert to interception and moves quickly in response to their team gaining possession of the ball</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to pass the ball into space ahead of a colleague and to apply the footwork rule with a reasonable degree of success</li> <li>• an ability to mark players, but not consistently</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li data-bbox="280 338 1086 371">• a limited understanding of the rules and regulations of the game</li><li data-bbox="280 389 1410 456">• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li data-bbox="280 474 1334 508">• an ability to throw and catch but not necessarily accurately, particularly when moving</li><li data-bbox="280 526 1273 560">• a limited appreciation of positioning and the appreciation of the obstruction rule.</li></ul>

## Rounders

### Basic skills and techniques

Batting	Demonstration of grip. Use of stance in the batting square in order to effect a smooth strike of the ball. Ability to swing the bat to strike the ball. Ability to direct the ball in the strike in different directions within the forward area.
Running round the track	Be able to follow the correct track when going round the posts and touching them. Be able to call to instruct team mates when running between posts.
Bowling	Be able to take a measured approach to bowl from the bowling square. Action should show a smooth underarm pendulum delivery to the batsman. Be able to bowl at the correct height, speed and to the correct side of the facing batsman. Be able to show the correct line and length when bowling.
Fielding	Be able to catch a ball using various methods appropriate to the flight and speed of the ball. Be able to throw overarm and underarm with accuracy and consistency. Be able to demonstrate the long barrier stop and chase, pick up and return techniques. Be able to back up to retrieve overthrown balls. Be able to adopt the correct stance/position when receiving a ball if fielding at a post.

### Tactics and team skills

Be able to set a field placing for a right and left handed batsman or a particular batting strength.

Be able to analyse the weaknesses of an opponent with batsman or bowler and be able to exploit them.

Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Rounders Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to display many of the following: hit the ball accurately to different field places over a distance of 35m (boys), 30m (girls) with a consistency of 90%, pick up a rolling ball and throw accurately to different posts over 25m from different field positions with an accuracy of about 90%, set a tactical field and bowl accurately and at a consistency of about 90%.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to display many of the following: hit the ball accurately a distance of 30m (to the first bounce) with a consistency of about 75%, throw overarm accurately and catch balls over a distance of 30m from both a stationary and moving position, bowl accurately on at least 75% of occasions</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to display many of the following: hit the ball a distance of 25m (to the first bounce) with a consistency of about 50%, throw and catch over a distance of 25m at varying heights accurately, bowl accurately on at least 25% of occasions</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to display many of the following: hit about 25% of the balls bowled to them, catch about 25% of the balls thrown straight to them, throw the ball overarm accurately over a distance of 20m, bowl with some measure of accuracy but not always consistently</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• an ability to position themselves to bat but likely to experience difficulties in timing the swing in order to hit the ball. They are likely to be able to catch balls thrown or played gently and is able to throw underarm.</li> </ul>

## Rugby Union

### Basic skills and techniques

Running with ball	Holding the ball. Balance.
Picking up the ball	Stationary/moving.
Passing	Giving/receiving. Body/hand position.
Tackling	Side tackle/front tackle/from behind.
Try scoring	Running and placing the ball one and two handed. Diving.

### Position specific skills

Forwards	Each individual position determines the specific duties required. Specific needs should be considered for assessment purposes, but all forwards need to show a basic understanding of: scrummaging – positions/general duties line out play – positions/general duties rucking mauling/rolling maul.
Backs	Handling skills – hand off/swerve/dummy/scissors. Kicking – drop kicks/grubber kicks/punts/chip kicks/touch kicks.

### Tactics and team skills

Forwards	
Scrummaging	Driving forward. Back row moves, No. 8 pick-ups. Speed of ball release as affected by different channelling of ball through scrum. Where to throw.
Line out	Shortened lines, when to use. Front/back line peels. Cleaning up, which players.
Second phase play.	
Position requirements at drop out from 22 m, kick off, re-starts.	

Backs

Alignment                      Steep in attack.  
Flat in defence/one to one marking.

Creating an overlap        Miss moves.  
Loops.  
Full back in the line.

Getting across the gain line    Switches.  
Scissors/dummy.  
Dummies/side step.  
Fast handling.  
'Crash ball'.

Tactical kicking              Attacking – into box  
   – grubber  
   – up and over  
   – chip.  
  
   Defensive – touch kicks in your 22 m  
   – grubber outside 22 m.

Position requirements at drop out from 22 m, kick off, re-starts.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game**

Including the rules/regulations and safety procedures.

## Rugby Union Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to play a competition game at a high level relative to their age group. They are able to show a full range of basic skills relating to rugby and the full range of specific skills relative to an individual position and use these to very good effect in a competitive game. They are extremely capable in both attack and defence, highlighting their skill with imagination, determination and flair</li> <li>• an ability to apply team skills to good effect and show imagination, determination and flair in both attack and defence.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play</li> <li>• a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in a competitive game relative to their age group</li> <li>• an ability to play a significant role in a specific position in a competition game relative to their age group, showing a good range of skills. They will have certain weaknesses which prevent them making a greater contribution to the game. The weaknesses, though not major, may be related to one or more of the following: speed, ability to adapt, positional skills or the ability to 'read' the game</li> <li>• an ability to apply the laws and adopt tactics and strategies to overcome opponents' weaknesses in both attack and defence.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play in a game situation</li> <li>• a sound understanding of positioning and specific role awareness and support play</li> <li>• an ability to show good basic skills including giving and receiving a pass of varying length, depending on their position, with only occasional errors. They will be able to demonstrate most skills needed in a specific position but will show weaknesses in some, for instance, the inability of a back to choose the appropriate option – whether to run, pass, or kick, or the inability of a forward to position themselves correctly in order to make the ball available in a ruck, maul, or line-out</li> <li>• an ability to apply simple tactics with a measure of success in a game.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li><li>• an ability to organise themselves and others well for a practice game</li><li>• an ability to catch, throw and pass whilst moving but not always consistently or accurately. They are likely to experience difficulties when receiving the ball due to poor alignment and is slow to support. They understand the need to tackle but can only perform the skill on a stationary or slow moving opponent</li><li>• an awareness of simple tactics and techniques to overcome opponents' weaknesses at a basic level.</li></ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a limited understanding of the rules and regulations of the game, but are unclear on the roles of forwards and backs</li><li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li>• an ability to pick up a slow-moving ball and run with it, catch and pass a ball whilst stationary, but would find it more difficult whilst moving. They would probably be limited by their speed in full involvement in a game.</li></ul>

## Softball

### Basic skills and techniques

Batting	<p>Demonstration of the two-handed grip.</p> <p>Use of the correct stance in the batter's box to effect a smooth strike of the ball.</p> <p>Ability to swing the bat to strike the ball.</p> <p>Having struck the ball, to drop the bat outside the batter's box.</p> <p>Ability to direct the ball in the strike in different directions in fair territory.</p>
Running round the bases	<p>Being able to follow the correct course round the bases.</p> <p>Being able to call instructions to team mates when running between bases.</p>
Pitching	<p>Be able to take a measured approach to pitch the ball underarm to the strike zone.</p> <p>(The strike zone is an imaginary zone the width of the home plate, directly above it and between the knees and shoulder of the batter).</p> <p>Be able to pitch the ball at the correct speed and height to the strike zone.</p>
Fielding	<p>Be able to catch the ball in the glove, and field on the ground.</p> <p>Be able to throw the ball overarm and underarm with accuracy and consistency.</p> <p>Be able to chase, pick up and throw to a base.</p> <p>Be able to tag the base and a player running between bases.</p> <p>Be able to adopt the correct stance/position when receiving a ball if fielding at a base.</p>

### Tactics and team skills

Be able to set a field placing for a right-handed and left-handed batsman or a particular batting strength.  
 Be able to analyse opponents' weaknesses with batsman or pitcher and be able to exploit them.

Minimum dimensions of the softball pitch for assessment purposes.

	Bases Apart	Pitching Distance	Boundary Fences Minimum Distances
Boys and Girls	65ft (19.81 m)	46ft (14.02 m)	275ft (83.82 m)

Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Softball Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to perform the following skills in a competitive game: hit the ball accurately and consistently into the outfield (if necessary) and exploit opponents' fielding weaknesses, catch and throw very accurately and with speed and power over different distances, pitch the ball accurately and to a particular field placing.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play</li> <li>• a detailed understanding of positioning, specific role awareness and field placing</li> <li>• an ability to perform many of the following skills with accuracy and consistency: hit the ball into the outfield, catch balls hit or thrown at different speeds and heights, throw the ball to bases from the outfield to cut off opponents, pitch the ball well</li> <li>• an ability to use tactics and strategies to good effect in batting, bowling and fielding situations.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play</li> <li>• a sound understanding of positioning, specific role awareness and field placing</li> <li>• an ability to perform many of the following with a fair measure of consistency: strike the ball well, occasionally hitting it out of the infield, catch the ball easily in the glove when thrown strongly over a short distance, show the proper technique when fielding a ground ball, throw to bases within the infield with accuracy, use the correct pitching technique</li> <li>• an ability to apply simple tactics with a measure of success.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves quite well for a practice game</li> <li>• an ability to execute the basic skills in the game: striking about half of the balls bowled, catching in the glove about 70% of the balls thrown, fielding ground balls and throwing accurately but only over short distances</li> <li>• an ability to make simple tactical decisions and apply them to outwit opponents.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• an ability to adopt the correct batting stance but difficulty in striking a bowled ball consistently</li> <li>• an ability to catch a ball in the glove when thrown gently and ability to throw overarm over a short distance but not necessarily accurately</li> <li>• an ability to plan and execute very simple tactics to outwit opponents.</li> </ul>

## Squash

### Basic skills and techniques

Grip	The grip for the forehand and backhand should be the same.
Stance	Balance and a position of readiness to strike the ball are very important. Having played a stroke the player must move in anticipation of playing the next stroke.
Preparation	This involves making judgements, for example, assessing the speed and direction of the opponent's shot and deciding where the next stroke will be played.
Movement	Having decided where to move, footwork plays an important part in getting to the right position to play the ball. This will be followed by moving the body, arm and racket into the right position in order to strike the ball.
Hitting the ball	The action of hitting the ball will vary according to the type of shot to be made; whether it is fast, slow, angled, forehand or backhand.
Follow through	Having hit the ball, the action is completed by continuing the racket movement, tracking the ball and recovering to a position of readiness in order to respond to opponent's next stroke.
Strokes	<p>The service can be forehand or backhand, driven or lobbed.</p> <p>The drive is the foundation strike of the game and the ball should ideally bounce for the second time near to the back wall and travel very close to the side wall.</p> <p>The volley is often needed to return or cut the ball off before it reaches the back of the court.</p> <p>The lob is a high, slow cross court or straight shot played to the back of the court.</p> <p>The drop is a short shot played to draw the opponent forward or play a winner when they are at the back of the court.</p> <p>The boast is a shot played off the nearest side wall which rebounds off the opposite corner of the front wall. This can be played as an attacking or defensive shot.</p>

### Tactics

Basic positioning	<p>A player must be prepared to move all over the court in response to their opponent's stroke.</p> <p>Having played a stroke, a player must not obstruct their opponent in their attempt to hit the ball.</p>
Movement about the court	Unless another stroke is more apparent, a useful principle is to try to command the T position. From this position a player is more able to move to all parts of the court.
Tactics in the rally	<p>Useful tactics are:</p> <ul style="list-style-type: none"> <li>playing across court shots but these need to be played at the right time to avoid being cut off by opponent</li> <li>variation in all strokes, including the serve in order to force an error or at least a weak defensive rally or boast from opponent</li> <li>attacking with a boast played from in front of opponent</li> <li>attacking shots played at the front of the court, including drops, volley drops and volley boasts</li> <li>varying the pace of shots, making it much more difficult for the opponent to anticipate and time their shot.</li> </ul>
Passing and returning service	This calls for sound anticipation and good positioning, more often than not towards the back of the court.

Candidates should be taught to evaluate and improve their performance.

### Basic laws of the game

Including the rules/regulations and safety procedures.

## Squash Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to compete at a high level relative to their age group demonstrating a full range of strokes on both the forehand and the backhand. They are able to produce good tactical strokes under pressure, anticipate their opponent's play and has speed and agility to respond quickly to all moves with variations in power and angle of stroke.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to play strongly on the forehand and backhand using a range of strokes. They display good use of all walls and court lengths with increased variation in pace and angle of stroke</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to show a range of strokes on the forehand and backhand together with an ability to out-manoeuvre their opponent. They are able to show good use of the side and front walls with some variation in pace and angle of shot</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to hit the ball consistently on the forehand with some accuracy but difficulty in playing a backhand stroke with the same degree of accuracy. They can serve quite well and maintain a short rally by returning balls played largely off the side and front walls</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• an ability to hit the ball on the forehand and largely off the front wall with some success in a practice rather than a match situation. They are unlikely to be able to maintain a rally in a game due to poor stroke production although they may well be able to serve but will probably find receiving serve difficult.</li> </ul>

## Table Tennis

### Basic skills and techniques

The bat grip	The shakehands grip. The penhold grip.
The stance and footwork	Feet shoulder width apart, knees slightly bent, crouch forward, square onto the table.
The basic strokes	<p>The backhand push: bat in the open angle, facing the direction of the push, feet shoulder width apart, avoid using wrist in early stages, move bat forward on a downward trajectory and stroke the back of the ball at the peak of the bounce.</p> <p>The forehand drive: move to side-square position, left leg forward if right-handed player. Bat is held in the slightly closed position, elbow at about 90°, move bat forwards and upwards using shoulders, hitting through the back of the ball at the peak of the bounce. The bat should finish its follow through roughly in line with player's nose. Upper body should rotate slightly from side-to-square position to finish the stroke.</p> <p>Backhand drive: stance – square and facing the area of the table in which you wish the ball to land. Shot is played over the ball with a slightly closed bat angle.</p> <p>Forward push: stance as for forehand drive, open bat, make contact with the ball at the peak of the bounce and follow through.</p>
The service	<p>The two bounce serve: basic serve where the aim is to bounce the ball on opponent's side of the table midway between the net and the base line.</p> <p>High toss serve: used to use the accelerating, descending ball and convert its speed into spin. Also used as a distracting and psychologically threatening technique and to conceal the contact point.</p> <p>Forehand spin: brushing the side of the ball to impart spin, causing the ball to curve in the air.</p> <p>Backhand sidespin: used as a variation to confuse opponent.</p> <p>Long serve: ball struck just above the table height, bounce needs to be nearer to baseline, causes the ball to bounce deep in opponent's half of the table. It needs to be performed fast.</p>
Receiving service	<p>Watch the bat not the ball. Aim should be to cancel out any advantage server might have.</p> <p>Balanced stance, on toes, positioned so that you can cover 2/3 of the table with forehand and the rest with the backhand.</p>

Producing spin and particular strokes

Caused by brushing the bat along the ball.

Topspin causes the ball to dip, forces opponent to produce strokes which either miss the table, are high or which can be killed.

Forehand topspin:

source of power is the legs, rotating the waist, use of shoulders and closing of the extended angle at the elbow. Can be slow or fast.

Backhand topspin:

bring bat upward from knee.

Chopping and backspin:

bat is brushed down the back of the ball, just after peak of the bounce and at about table height. Stance should be square to the line of play.

Blocking, forehand and backhand.

Lobbing:

aim to play ball high with lots of topspin to land on opponent's base line.

### **Tactics and strategies**

Points to include

Attacking the crossover point

The player is trying to produce a weak shot from opponent by forcing him to try to play a shot from the hip.

(The crossover point is the area of indecision between choice of backhand and forehand.)

Third ball attack

Method used to try to win the point as quickly as possible without playing rash strokes.

Singles and doubles games

Candidates should be taught to evaluate and improve their performance.

### **Basic laws of the game**

Including the rules/regulations and safety procedures.

## Table Tennis Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to produce all the strokes with consistency in a match situation. They can display topspin and backspin and can play all strokes at random with a variety of services. A feature of their play is the ability to move quickly into position in order to enable them to maximise their effectiveness and also to show a good element of disguise in the serve.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to combine the basic strokes in a singles practice drill. They can use spin effectively in most strokes and the serve. They have effective footwork in both practice and match situations and can use it to good effect in attacking shots</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to combine the three basic strokes in practice but not necessarily alternating from one stroke to another in the same practice drill. They are able to apply topspin on the forehand and backhand in a practice rather than match situation. They have acquired some footwork technique and can use it in practice situations but has difficulties in a match situation. They can perform the short and long serve with restricted use of spin</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game; an ability to perform three basic strokes, namely the backhand push, forehand drive in a simple rally. They can adopt the basic stance but their inability to 'read' the game and their lack of footwork result in frequent ineffective returns. They are limited to the basic serve, where they concentrate on variations in speed of serve rather than spin</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules and regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• an ability to perform a backhand push shot with a measure of consistency but inability to maintain a basic rally in practice. They are able to produce a simple serve.</li> </ul>

## Tennis

### Basic skills and techniques

Groundstrokes	Backhand/forehand: swinging, lifting action knee/waist height arm's length preparation follow through.
Topspin	Low to high. Brushing action.
Backspin	High to low. Chopping action.
Grips	Western, continental, eastern.
Volleys	Backhand, forehand, high volley, low volley, overhead: position of feet punching/blocking action little backswing and follow through contact in front preparation throwing action sideways on.
Service	Flat serve, topspin, slice, grips: placement of ball for each service type racket preparation, 'backscratcher' position throwing action, follow through chopper grip.

### Tactics and team skills

#### Singles

Attacking play	Good length, deep shots. Cross court, down the line. Passing shots, topspin lobs. Serve and volley, checking and moving in. Approach shots, slice to corners. Drop shots.
Defensive play	Lobbing. Slowballing. Regaining equality during rally.
Opponents	Observe and assess opponent: strengths and weaknesses during warm up stroke weaknesses physical weaknesses, e.g. speed, mobility, height, strength, fitness.
Environmental	Court surface: fast, slow. Conditions: high bouncing, low bouncing, reaction to spin. Types of ball: new, old, hard, soft. Weather, wind, position of sun.

## Doubles

Attacking play	Both players at the net. Court coverage, acting in tandem. Intercepting. Tandem or Australian formatting. Low dipping returns forcing volleyer to hit the ball up. Angles.
Defensive play	Both players at back of court. Lobbing. Continuous driving.

Candidates should be taught to evaluate and improve their performance.

### **Basic laws of the game**

Including the rules/regulations and safety procedures.

## Tennis Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy. They will be able to compete and produce the correct tactical strokes in a match showing awareness of their own and their opponents' court positions. They have the ability to play all strokes including the lob, smash and sliced/spin serves. The serves will be made with speed, accuracy and a good measure of consistency.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play</li> <li>• a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game</li> <li>• an ability to select and use the correct strokes effectively in both practice and game situations, in singles and doubles, and produce good attacking strokes. They would be able to produce correct forehand and backhand volleys and ground strokes with accuracy and consistency in a practice game without the pressure of a match situation. They will be able to serve with a good measure of speed and accuracy</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to make sensible choices when choosing the best shot, understanding the principle of attacking space</li> <li>• an ability to serve and produce basic forehand and backhand strokes with consistency in a practice situation and also with some success in a doubles or singles game</li> <li>• an ability to apply simple tactics with a measure of success in a game situation.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to execute a forehand stroke with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes. They are likely to be able to serve but not accurately or consistently</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a limited understanding of the rules and regulations of the game</li><li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li>• a limited ability to select the appropriate stroke in order to return the ball</li><li>• a limited ability to execute the basic strokes in a passive situation. They will also find it difficult to serve or maintain a rally as a result of poor stroke production, frequently mistiming or mishitting the ball.</li></ul>

## Volleyball

### Basic skills and techniques

Volley	Two-handed pass played above the forehead. The most accurate way of passing. Player must be ready to move to the ball, anticipate flight of the ball, be balanced and facing the direction they want to play the ball, have their body under the ball with knees bent and arms held relaxed and ready to receive the ball. They should use 1–2 rhythm to play the ball, finishing by using whole body by extending knees, arms and hands. Practise volley to self, partner and through the angle.
Forearm pass	This is a general term used to describe several similar but slightly different techniques, namely: first pass, defensive dig, free ball pass. Player must watch the ball and anticipate where it is going, move quickly to interception point, keep the ball well in front of body and between waist and knees. Feet should be slightly more than shoulder width apart, knees bent, arms extended in front of the body, hips back. The ball is played on the forearms. The speed of the incoming ball will determine how it is to be played: <ul style="list-style-type: none"> <li>if slow, player extends their knees and plays the ball with the whole body weight in the direction of the target</li> <li>if medium paced, the player acts as a wall and allows the ball to bounce off the forearms;</li> <li>if very fast, the player absorbs some of the speed of the ball by moving the whole body backwards as the ball contacts the forearms.</li> </ul>
The serve	Underarm. Overarm float. Overarm top spin. Round house jump. In the early stages of learning the serve, players should aim for accuracy and consistency with the underarm serve, later developing the other, more difficult serves.
The smash	This is the principal attack shot and this should be incorporated into the sequence – pass, set, smash. Players should learn to: <ul style="list-style-type: none"> <li>smash a high set, cross court or down the line</li> <li>smash a quick set</li> <li>hit a controlled off speed smash</li> <li>tip the ball just over the block.</li> </ul>
The block	This is the first line of defence against the smash. Players should: <ul style="list-style-type: none"> <li>• stand half a metre from the net, feet apart, knees slightly bent with hands poised in front of shoulders</li> <li>• be balanced and ready to move to either side depending upon where the ball is set</li> <li>• watch the opposition develop their attack and be prepared to move to where the ball will cross the net</li> <li>• bend knees to ninety degrees and extend arms forcefully to assist jumping.</li> </ul>

**Tactics and team skills**

Defence in volleyball	Candidates must understand the basic positions in volleyball when receiving service, how to control space, how to defend against a smash.
Attack in volleyball	Candidates should be aware that the most powerful attacks are made from above the height of the net and close to it. This position gives the attacker the greatest range of options. The ability of a setter to disguise the identity of the attacker to whom they will set the ball, set accurately and at different heights to the available attacker is important for success.
Team work	This is important both in defence and attack. It involves understanding who is responsible for particular areas of the court. Ability to perform a three-touch rally. Having an understanding of rotation.

Candidates should be taught to evaluate and improve their performance.

**Basic laws of the game**

Including the rules/regulations and safety procedures.

## Volleyball Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful team play</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to select the best shot/pass to play in a game situation and produce very good attacking shots with control, consistency and accuracy. Amongst players of similar ability they would be able to perform a threetouch routine with comparative ease. They would also be able to control a served ball at a variety of speeds using appropriate methods, set and reverse set from three, serve to a high standard and block effectively.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful team play</li> <li>• a good understanding of positions, roles and conditions of play and the knowledge to use them in a game</li> <li>• an ability to select and use the correct strokes (dig, volley) effectively in a game situation and produce good attacking strokes. They are able to use more than one method of serving and amongst players of similar ability can set from 3 and use the three-touch (dig, set, smash) routine consistently and effectively. They will be able to show good control both in the dig and volley through the angle, can set the ball accurately and effectively defend by blocking</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful team play</li> <li>• a sound understanding and specific role awareness</li> <li>• an ability to make sensible choices when choosing the best shot and understand the principles of attacking space</li> <li>• an ability to perform the volley pass, dig and smash to a reasonable standard but not always accurately or consistently. Amongst players of similar ability they would be able to play a three-touch routine, understand the principles of blocking with moderate success. They are likely to be able to serve underarm consistently well although dealing with angled or fast serves frequently causes problems</li> <li>• an ability to apply simple tactics with a measure of success in a game.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules and regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game and understand the principle of rotation</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to execute the volley and dig but more in a practice session than a game. They will be able to serve underarm and make a small contribution to team play but is unlikely to be able to smash, preferring to volley and dig instead. Amongst players of similar ability they would find it difficult to establish a three-touch rally sequence</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li data-bbox="280 333 1086 367">• a limited understanding of the rules and regulations of the game</li><li data-bbox="280 383 1410 450">• a limited ability to organise themselves and others in order to improve simple techniques in practice</li><li data-bbox="280 465 1410 533">• a limited ability to select the appropriate shots in order to return the ball and/or maintain the rally sequence of passes</li><li data-bbox="280 548 1394 616">• a limited ability to execute the volley and dig in a passive situation as distinct from a game situation.</li></ul>

## 6.2 Gymnastic Activities

Candidates should demonstrate knowledge and understanding in order to:

- perform increasingly advanced techniques and know how to improve performance
- apply the principles, rules and criteria for evaluating performance.

## Artistic Gymnastics (floor and vaults)

### Floor sequence

<b>Basic skills</b>	kick up to handstand forward roll forward roll to straddle half and full turn jumps backward roll to straddle headstand handstand forward roll cartwheel splits (front or side) Arab spring or round off handspring straight leg forward roll backward roll through handstand Valdez	<b>Advanced skills</b>	backward walkover forward walkover back flic back somersault front somersault Arab spring followed by somersault Arab spring followed by flic flac handstand (hold for 2 seconds) fly spring handspring
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### Vaults

<b>Basic skills</b>	squat on squat (through) straddle cat spring	<b>Advanced skills</b>	handspring Yamashita vault
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### Floor sequence

Candidates will be expected to devise their own sequences of between 6 and 8 floor movements. In addition, candidates may use linking movements to help the overall flow and impression of the sequence of movements. The floor movement will largely be selected from those listed. Rotational movements do not simply refer to forward and backward somersaults, but include such movements as handsprings, back flics, etc.

Candidates aiming to achieve the highest levels would be expected to incorporate some of the more advanced skills listed.

Candidates must write down their sequence of movements before the assessment takes place.

### Vaults

Candidates may choose their own vaults but those candidates aiming to achieve the highest levels would be expected to select from amongst the advanced vaults.

Candidates may use springboards or trampettes. Teachers may stand in a position to ensure that candidates land safely, but candidates will lose marks if they are supported.

### Points to look for when assessing vaults

The degree of competence in performing a vault will be assessed in terms of approach, take-off, flight position/control in flight, flight-off and landing. In order to achieve high marks in performing an astride vault, for example, a candidate would need to perform the vault, unsupported as follows:

approach	balanced, controlled approach run;
take-off	vigorous doublefooted;
flight on	arms reaching for the box top, legs initially straight and together;
flight in the air	clear controlled body position;
flight-off	arms straight, hands control the movement from the horizontal position over the box to the vertical landing position, head erect, legs straight and apart;
landing	controlled, legs together, flexed on landing with no forward movement, upright position.

Candidates should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

Candidates should understand the necessity to warm up and to warm down when performing gymnastic movements. General safety principles for the use of mats, long and cross boxes should be introduced, as well as the need for safety at all stages of skill development and performance. This should be a part of the practical sessions.

## Artistic Gymnastics (floor and vaults) Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations as they apply to practices and competitions</li> <li>• an ability to plan in fine detail a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• an ability to perform:               <ul style="list-style-type: none"> <li>– a sequence of at least eight different linked floor movements requiring a high degree of gymnastic skill. At least three of the movements will be forward and/or backward rotational movements. The whole sequence will show good body positions, control, flow and balance</li> <li>– at least four different vaults over apparatus in different positions, movements will show very good preparation, approach, take-off, control in flight and landing as well as correct body position throughout.</li> </ul> </li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations</li> <li>• an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• an ability to perform:               <ul style="list-style-type: none"> <li>– a sequence of at least eight different linked floor movements requiring effective control, balance, flow throughout. Three of the movements will be rotational movements and all should show clear body positions</li> <li>– at least three different vaults over apparatus in different positions. Movements should show approach, flight, control and landing to a good standard.</li> </ul> </li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound knowledge of the principles, rules and regulations</li> <li>• an ability to plan a complex sequence of movements and incorporate them into a training schedule</li> <li>• an ability to perform:               <ul style="list-style-type: none"> <li>– a sequence of at least eight different linked floor movements requiring control, balance, transfer of weight, flow and clear body positions</li> <li>– two different vaults requiring a good measure of speed, balance and control over the apparatus and on landing.</li> </ul> </li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a basic knowledge of some of the principles, rules and regulations</li><li>• an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule</li><li>• a basic ability to perform:<ul style="list-style-type: none"><li>– a sequence of at least six different linked floor movements requiring balance, flow and some transference of weight</li><li>– two vaults requiring a distinct measure of control.</li></ul></li></ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a limited understanding of some of the principles, rules and regulations of gymnastics</li><li>• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule</li><li>• a limited ability to perform:<ul style="list-style-type: none"><li>– a simple sequence of at least six different linked movements</li><li>– a simple vault over a box.</li></ul></li></ul>

## Figure Skating (individual)

### Basic skills and techniques

#### Movement skills

Getting onto the ice	Walking steps, forward skating, backward skating, forward and backward stops.
Curves	Curves using outside and inside edges forward and backward; forward and backward crossovers.
Gliding, sculling and turning	One foot gliding forwards and backwards; forwards and backwards sculling; two foot turn.
Steps	Step from forwards to backwards and backwards to forwards.
Intricate movements	Two foot spin; spirals; outside and inside three turns; Mohawks; open and closed chassés; forward outside double threes; forward change of edge; tea pot; three jump.

For figure skating sequence work, a wide range of skills should be combined, allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Candidates should perform two sequences which combine a wide range of movement skills.

#### Points to look for in assessment of performance

Movements	Planned and created by skater. Co-ordination and control. Confidence, poise and elegance in performance. Movements should show a series of at least four inside edges, alternating feet. Skaters should demonstrate knowledge of the correct strike and each curve should last for at least the height of the skater. Mohawks must be performed on the left and right foot with entry and exit edges of approximately the same length. The sequence should include a minimum of three forward crossovers, followed by a three turn or Mohawk and a series of at least three back crossovers. Other movements should show inside edge curves on each foot with the correct strike, with minimal toe-pushing, correct carriage, arm and shoulder positions.
Planning	Suitable skating skills should be linked together and the linked movements from one to another should be logical and smooth.
Sequences	Variety in both dynamic and spatial elements, continuity in linking and performance. When performed to music, sequences should interpret the rhythm and quality of the music. The sequence should cover as much ice space as possible. Music should be non-vocal. Performances should be between two minutes and three minutes long.

Candidates should be taught to evaluate and improve their performance.

#### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

Candidates should understand the necessity to warm up and to cool down when performing figure skating. General safety principles should be understood and form part of the practical sessions.

## Figure Skating (individual) Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations as they apply to practices and competitions in figure skating</li> <li>• an ability to plan in fine detail a complete sequence of movements involving advanced techniques and incorporate them into a highly effective training schedule</li> <li>• a high level of ability shown in performance.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations of figure skating</li> <li>• an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• a good level of ability shown in performance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound knowledge of the principles, rules and regulations of figure skating</li> <li>• an ability to plan a complex sequence of movements and incorporate them into a training schedule</li> <li>• a sound level of ability shown in performance.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of some of the principles, rules and regulations of figure skating</li> <li>• an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule</li> <li>• a basic level of ability shown in performance.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited knowledge of some of the principles, rules and regulations of figure skating</li> <li>• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule</li> <li>• a limited level of ability shown in performance.</li> </ul>

## Rhythmic Gymnastics

### Basic skills and techniques

#### Body movement skills

Steps	Springs, hops, chassé steps, polkas, pas de bas steps, and dance step patterns.
Jumps/leaps	One or two feet take-off or landing, different body and leg shapes, e.g. split leap, stag leap, side leap, jump turn.
Pivots	Turns on feet, knees, seat, spin turn on toes of one foot with different body/leg shape.
Balances	On different body parts with different body shapes, balance on one foot and rise onto toes, holding for 2 seconds.
Waves	Body wave or ripple movement through body, forward, backward or sideways, on feet, knees or stomach.
Bends	Back or side bend of body whilst on feet, knees or stomach, or on one foot or one knee.
Rolls and splits	Forward, backward, sideways roll, log roll, roll over one shoulder, splits roll.

#### Apparatus skills

Hoops	Rope	Ball	Ribbon
skipping	skipping	bouncing	snaking
swinging	swinging	swinging	swinging
throwing	throwing	throwing	throwing
trapping	rolling rotating	rolling	spiralling

For rhythmic gymnastics sequence work, any body movement skill may be combined with an apparatus skill, thus allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Body movement skills	The categories of body movement skills are general, and refer to any movements of the body which can normally be learnt and practised in a gymnastics or dance class. They should be performed with precision and control, good body tension and extension, and aim to show elegance and gracefulness.
Apparatus skills	As with the body movement skills, the listed categories are very general, and allow for students to experiment and create movements of their own. All require co-ordination and control, and should be performed with confidence.
Combined skills	When body movement skills and apparatus skills are combined, they should be performed together in harmony. Part of the planning process is to make sure that suitable body and apparatus skills are linked together, and that the linking movements from one skill to the next are logical and smooth.
Sequences	Sequences should show a variety in both dynamic and spatial elements, continuity in linking and performance, and when performed to music should interpret the rhythm and quality of the music. The sequence should cover as much floor space as possible, either on a wooden floor, or with use of mats if desired. The sequence should be constructed mainly by the candidate. Music used should be non-vocal. Candidates should write down their sequences of movements before the assessment takes place.

**Points to look for in assessment of performance**

Coordination and control of both body & apparatus.  
Poise and elegance of upper body (use of head & arms).  
Lightness of footwork, and extension in ankles and feet.  
Elevation and extension in leaps and jumps.  
Expression and interpretation of music.  
Harmony of body & apparatus work together.

Candidates should be taught to evaluate and improve their performance.

**Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should understand the necessity to warm up and to cool down when performing rhythmic gymnastics. General safety principles should be understood and form part of the practical sessions.

## Rhythmic Gymnastics Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations of rhythmic gymnastics</li> <li>• an ability to plan in fine detail a complex sequence of movements involving advanced techniques and incorporate them into a highly effective training schedule</li> <li>• a high level of ability shown in performance of: <ul style="list-style-type: none"> <li>– eight different body movement skills linked together, showing contrast in body shape and levels, and good use of space, and performed to music of own choice</li> <li>– two different sequences, using different apparatus, one of which to be performed to music of own choice, approximately 45 seconds long, showing changes in dynamics and spatial elements, and close harmony between body and apparatus skills.</li> </ul> </li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations of rhythmic gymnastics</li> <li>• an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• an ability to perform: <ul style="list-style-type: none"> <li>– six separate body movement skills, taken from three categories only, showing two different body positions/shapes for each</li> <li>– a full sequence of between 45–60 seconds, using one piece of apparatus, performed to music of own choice, and showing contrasting body shapes and levels, and performed with amplitude and expression.</li> </ul> </li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound knowledge of the principles, rules and regulations of rhythmic gymnastics</li> <li>• an ability to plan a complex sequence of movements and incorporate them into a training schedule</li> <li>• an ability to perform: <ul style="list-style-type: none"> <li>– four different body movement skills linked together, including one travelling step</li> <li>– a sequence of at least eight different linked movements using one piece of apparatus, and performed to own choice of music, showing continuity and control, and interpreting rhythm and quality of the music.</li> </ul> </li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of some of the principles, rules and regulations of rhythmic gymnastics</li> <li>• an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule</li> <li>• a basic ability to perform: <ul style="list-style-type: none"> <li>– three separate and different types of body movement skills, performed with control</li> <li>– a sequence of at least eight different linked movements using one piece of apparatus, showing body and apparatus skills combined, and performed with continuity and control.</li> </ul> </li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a limited knowledge of some of the principles, rules and regulations of rhythmic gymnastics</li><li>• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule</li><li>• a limited ability to perform:<ul style="list-style-type: none"><li>– two separate and different types of body movement skills e.g. one balance and one leap</li><li>– a simple sequence of at least six different linked movements using one piece of apparatus, and showing body and apparatus skills combined.</li></ul></li></ul>

## Trampolining

### Basic skills and techniques

#### Movement skills

<b>Jumps</b>	1	straight jumping and stopping	<b>Turn overs and more complicated movements</b>	15	hands and knees forward turn over to back drop
	2	tuck jump		16	back drop half twist to feet
	3	pike jump		17	half twist to back drop
	4	straddle jump		18	front drop half twist to feet
	5	seat drop		19	half twist to front drop
<b>Drops and jumps</b>	6	half twist jump	20	seat drop to front drop	
	7	full twist jump	21	half twist to back drop, half twist to feet	
	8	front drop	22	half twist to front drop, half twist to feet	
<b>Drops and twists</b>	9	seat drop half twist to feet	23	back drop to front drop	
	10	half twist to seat drop	24	front drop piked	
	11	swivel hips	25	front drop to back drop	
	12	half twist to seat drop, half twist to feet	26	front somersault (tucked)	
	13	front drop to seat drop	27	back somersault (tucked)	
	14	back drop	28	front somersault (piked)	
			29	Barani (straight legs)	
		30	back somersault (straight)		

For trampolining sequence work, movement skills should be selected from the above list and combined into a well-rehearsed sequence of movements. A range of skills should be combined, allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Candidates should perform two sequences which combine a wide range of movement skills.

### Suggested sequences

For the moderate candidate

- 1 half twist to seat drop
- 2 half twist to seat drop
- 3 half twist to feet
- 4 half twist jump
- 5 tuck jump
- 6 front drop
- 7 to feet
- 8 straddle jump
- 9 back drop
- 10 to feet

For very able candidates

- 1 back somersault (tucked or straight)
- 2 straddle jump
- 3 seat drop
- 4 half twist to seat drop
- 5 half twist to feet
- 6 pike jump
- 7 back drop
- 8 half twist to feet
- 9 tuck jump
- 10 front somersault (tucked)

Candidates of a lesser ability will plan and perform sequences with easier movements.

### Points to look for in assessment of performance

- Movements** Planned and created by candidate. Co-ordination and control. Confidence, poise and elegance in performance.  
Movements should show clear phasing, i.e. a clearly defined period of:
- take-off
  - flight, showing shape, acceleration and deceleration of somersault or twist
  - preparation for control of landing – control, no travel or gain on the bed away from the centre cross.
- Body positioning should show definite extension of ankles and knee joints, and clear tucked positions.
- Planning** Suitable movement skills should be linked together and the linked movements from one to another should be logical and smooth.
- Sequences** Variety in linked movements, including higher order movements, with good height and very good control.  
Sequences should show at least 10 bounce routines.  
Routines should be written down and rehearsed.

Candidates should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

Competition rules require candidates to be dressed properly for the competition and that all necessary safety precautions are observed.

In preparing for a competition candidates should be able to assemble a trampoline and fold it away under teacher guidance.

Candidates should be aware of safety precautions when preparing for competition and ensure that spotters are in position.

Candidates must be aware of their safety responsibilities when spotting.

## Trampolining Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations of trampolining and how they apply to competitions</li> <li>• an ability to plan in fine detail a complex sequence of movements involving advanced techniques and incorporate them into a highly effective training schedule</li> <li>• an ability to perform a sequence of movements showing very good linking, control, height and phasing throughout with a very good range of skills.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations of trampolining</li> <li>• an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• an ability to perform a sequence of movements showing good linking, control, height and phasing and a good range of skills.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound knowledge of the principles, rules and regulations of trampolining</li> <li>• an ability to plan a complex sequence of movements and incorporate them into a training schedule</li> <li>• an ability to perform a sequence of movements showing attention to linking, control, height and phasing and a sound range of skills.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of some of the principles, rules and regulations of trampolining</li> <li>• an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule</li> <li>• an ability to perform a sequence of movements showing attention to style, control and flow and basic skills.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited knowledge of some of the principles, rules and regulations of trampolining</li> <li>• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule</li> <li>• an ability to perform a sequence of movements showing control and limited skills.</li> </ul>

## 6.3 Dance

Candidates should demonstrate knowledge and understanding in order to:

- compose and perform accurately and expressively increasingly complex and technically demanding dances that successfully communicate the artistic intention
- perform and create dances in a range of styles, showing understanding of form and content
- design and evaluate aspects of production for their own composition
- evaluate aspects of dance, including choreography, performance, cultural and historical contexts and productions.

## Dance

### Dance Styles

**Educational Dances;** including traditional dances taught in school which are designed to show expressive movements and are often based on a theme, event, idea or story. The dance should relate closely to the theme, event, etc.

**Folk Dances;** including English, Irish and Scottish folk dancing. These might include the English Maypole Dance, the Morris Dance, the Irish and Scottish reel and sword dances which may be performed individually or as a member of a group. Other dances may also be used.

**Historical Dances;** including English, Irish and Scottish Country dancing. These might include the Irish jig, the Scottish reel and sword dances which may be performed individually or as a member of a group. Other dances, such as Indian or Greek, for example, may also be used.

**Social Dances;** including modern ballroom dancing and sequence dancing.

**Theatrical Dances;** including tap dancing, ballet, sequence dancing and other dances used on the stage. These might include Irish dancing, or Scottish dancing, which may be performed individually or as a member of a group.

The types of music to which a candidate is dancing should be appropriate to the type of dance. This might be of any type, such as ballet, slow waltz, quickstep, foxtrot, jazz or jive, disco, popular or world music.

### Points to look for in assessment

#### Performance

The technical and expressive nature of dance skills through the performance of short and complete dances. The dances should last between 2 minutes 30 seconds and 3 minutes, but may be determined by the length of the music.

Principles	Posture/placement, alignment, co-ordination, balance, control and mobility.
The body	The use of different parts of the body in isolation and combination.
Dynamics	Speed, energy, continuity, rhythm.
Spatial	Shaping and projecting the body.
Dance combination	Exploring a range of dance ideas, styles and accompaniments.
Dance appreciation	Appreciating the meaning and significance of different types of dance.

## Educational Dance

### Basic skills and techniques

Candidates should perform in an educational dance and show an understanding of:

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax, logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps); ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

## Educational Dance Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form</li> <li>the ability to take a number of roles in a group and show some planning and leadership skills</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform a wide range of technical and expressive skills separately and in combination</li> <li>the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas</li> <li>the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention</li> <li>the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques</li> <li>the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>a sound understanding of the role of rules and conventions of the dance.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>sound performance skills in a range of styles</li> <li>the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances</li> <li>the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely</li> <li>a basic understanding of the role of rules and conventions of the dance.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to use simple compositional principles with help. They may also need support in devising and presenting dances. They find dance styles challenging to perform</li> <li>the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views</li> <li>the ability to have some sense of what they need to do to warm up and cool down</li> <li>some understanding of the role of rules and conventions of the dance.</li> </ul>

## Folk Dance

### Basic skills and techniques

Candidates should perform in a folk dance and show an understanding of:

Types of folk dances, including English, Irish and Scottish folk dancing. These might include the English Maypole Dance, the Morris Dance, the Irish and Scottish reel and sword dances which may be performed individually or as a member of a group. Other dances may also be used.

The types of music to which a candidate is dancing should be appropriate to the type of dance.

The technical and expressive nature of folk dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax, logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps); ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

## Folk Dance Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form</li> <li>the ability to take a number of roles in a group and show some planning and leadership skills</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform a wide range of technical and expressive skills separately and in combination</li> <li>the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas</li> <li>the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention</li> <li>the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques</li> <li>the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>a sound understanding of the role of rules and conventions of the dance.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>sound performance skills in a range of styles</li> <li>the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances</li> <li>the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely</li> <li>a basic understanding of the role of rules and conventions of the dance.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to use simple compositional principles with help. They may also need support in devising and presenting dances. They find dance styles challenging to perform</li> <li>the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views</li> <li>the ability to have some sense of what they need to do to warm up and cool down</li> <li>some understanding of the role of rules and conventions of the dance.</li> </ul>

## Historical Dance

### Basic skills and techniques

Candidates should perform in a historical dance and show an understanding of:

Types of historical dances, including English, Irish and Scottish Country dancing. These might include the Irish jig, the Scottish reel and sword dances which may be performed individually or as a member of a group. Other dances, such as Indian classical dance for example, may also be used.

The types of music to which a candidate is dancing should be appropriate to the type of dance.

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes but will be largely determined by the length of the music.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax, logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps); ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume, accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

## Historical Dance Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form</li> <li>the ability to take a number of roles in a group and show some planning and leadership skills</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform a wide range of technical and expressive skills separately and in combination</li> <li>the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas</li> <li>the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention</li> <li>the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques</li> <li>the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>a sound understanding of the role of rules and conventions of the dance.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>sound performance skills in a range of styles</li> <li>the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances</li> <li>the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely</li> <li>a basic understanding of the role of rules and conventions of the dance.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to use simple compositional principles with help. They may also need support in devising and presenting dances. They find dance styles challenging to perform</li> <li>the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views</li> <li>the ability to have some sense of what they need to do to warm up and cool down</li> <li>some understanding of the role of rules and conventions of the dance.</li> </ul>

## Social Dance

### Basic skills and techniques

Candidates should perform in a social dance and show an understanding of:

Types of social dances, including modern ballroom dancing and sequence dancing.

The types of music to which a candidate is dancing. This might vary from a slow waltz, through a quickstep and foxtrot to a jazz or jive type dance.

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes or the duration of a piece of music.

Elements of dance composition; the hold, the forward and backward walk, contrary body movements (forward and backward turns to the left and right) and selection of movement content; alignment (the relationship of the feet to the body, the relationship of the body to the ballroom, the pattern of a series of steps, or a movement to the ballroom).

A range of stimuli (normally music but this could be taped, gramophone or band).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dance step variations and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

## Social Dance Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form</li> <li>the ability to take a number of roles in a group and show some planning and leadership skills</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform a wide range of technical and expressive skills separately and in combination</li> <li>the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas</li> <li>the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention</li> <li>the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques</li> <li>the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>a sound understanding of the role of rules and conventions of the dance.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>sound performance skills in a range of styles</li> <li>the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances</li> <li>the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely</li> <li>a basic understanding of the role of rules and conventions of the dance.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to use simple compositional principles with help. They may also need support in devising and presenting dances. They find dance styles challenging to perform</li> <li>the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views</li> <li>the ability to have some sense of what they need to do to warm up and cool down</li> <li>some understanding of the role of rules and conventions of the dance.</li> </ul>

## Theatrical Dance

### Basic skills and techniques

Candidates should perform in a theatrical dance and show an understanding of:

Types of theatrical dances, including tap dancing, ballet, sequence dancing and other dances used on the stage. These might include Irish or Scottish dancing which may be performed individually or as a member of a group.

The types of music to which a candidate is dancing. This might vary from a slow waltz, through a quickstep and foxtrot to a jazz or jive type music or world music.

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes. The length of the dance may be determined by the length of the music.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax, logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps); ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

## Theatrical Dance Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form</li> <li>the ability to take a number of roles in a group and show some planning and leadership skills</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform a wide range of technical and expressive skills separately and in combination</li> <li>the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas</li> <li>the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning</li> <li>a detailed understanding of the role of rules and conventions of the dance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention</li> <li>the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques</li> <li>the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>a sound understanding of the role of rules and conventions of the dance.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>sound performance skills in a range of styles</li> <li>the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances</li> <li>the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely</li> <li>a basic understanding of the role of rules and conventions of the dance.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to use simple compositional principles with help. They may also need support in devising and presenting dances. They find dance styles challenging to perform</li> <li>the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views</li> <li>the ability to have some sense of what they need to do to warm up and cool down</li> <li>some understanding of the role of rules and conventions of the dance.</li> </ul>

## 6.4 Athletic Activities

Candidates should demonstrate knowledge and understanding in order to:

- perform increasingly advanced techniques in selected events and know how to improve performance
- apply the strategies and tactics in their chosen events.

Centres must use the Track and Field Athletics Centre Order of Merit sheet for candidates being assessed in Track and Field Athletics. Similarly, candidates being assessed in Cross Country Running should be recorded on the Cross Country Running Centre Order of Merit forms. These forms can be found towards the end of this booklet.

## Cross Country Running

### Basic skills and techniques

Warm up	Stretching and mobility exercises for all major muscle groups and tendons; reasons for stretching before training and competition.
Mental preparation	Considering how the race is to be run and tactics involved; being in a positive frame of mind; consideration of weather/ground conditions.
Warm down	The process of enabling the body to return gradually to a more restful state; avoidance of stiffness after a race by keeping limbs moving slowly.
Running style	<p>Including knee pick up, arm swing, rhythmic breathing, cadence stride length for different gradients:</p> <p>up hill – short strides, ball of foot contact, pumping action with arms, work rate down hill – relax, lengthen stride, heel of foot contact.</p> <p>economy of movement: trying to conserve energy at particular times in a race by relaxing, without reducing effort</p> <p>pace judgement: knowing when to run fast and when to run not so fast</p> <p>training runs/methods to include interval training, fartlek training, resistance training, over distance training, range and variety of runs</p> <p>obstacles: how to negotiate steep slopes, turns, water courses, barriers</p> <p>advice on footwear and clothing.</p>

Candidates should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

#### Race procedures

Starting	<p>Arrive in time before the race in order to warm up; learning/walking the course last minute checks: shoes tied, numbers, items for extra comfort, e.g. gloves in cold weather considering the best position to be in at the start of the race.</p>
Finishing	<p>Know where the finishing funnel and straight are effort over the last 200–400 m collect number disc handing disc to the team manager.</p>
Scoring	Number of team runners to count towards final team score.
Team tactics	<p>Running at group speed in training team support in the race running behind key runners running behind others to avoid running into the wind overtaking on steep gradients packing at the finish.</p>
Safety factors	<p>Investigating any danger spots in a race study the first 400 m at the start to avoid falling in the initial sprint when and when not to drink/eat keeping warm before the start of the race small personal first aid kit in sports bag asthmatics should carry their inhaler.</p>

## Cross Country Running Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan, carry out and evaluate, without supervision, an effective personal training schedule for their chosen event</li> <li>• an ability to run the following distances over a marked grass course with some undulations in less than the following times: girls 2000 m 9 mins 0 seconds, boys 3000 m 11 mins 30 seconds</li> <li>• an ability to run the distance showing very good technique and pace judgement throughout</li> <li>• an ability to apply tactics and strategies to very good effect throughout the race.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan, carry out and evaluate an effective personal training programme in detail including specific warm up, practices and training schedules</li> <li>• an ability to run the following distances over a marked grass course with less than 10 m rise in less than the following times: girls 2000 m 10 mins 0 seconds, boys 3000 m 12 mins 30 seconds</li> <li>• an ability to run the distance showing good technique and pace judgement throughout.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan, carry out and evaluate an effective personal training schedule in considerable detail, paying attention to warm up, practices and drills</li> <li>• an ability to run the following distances over a marked grass course, with less than 10 m rise in less than the following times: girls 2000 m 11 mins 0 seconds, boys 3000 m 13 mins 30 seconds</li> <li>• an ability to run the distance showing good technique throughout</li> <li>• an ability to apply simple tactics and strategies in order to outwit opponents.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan, carry out and evaluate at a basic level with supervision, a simple method of preparing for participation including warm up and brief training schedule</li> <li>• an ability to run the following distances over a marked grass course with a rise of no greater than 10 m in less than the following times: girls 2000 m 12 mins 0 seconds, boys 3000 m 14 mins 30 seconds</li> <li>• an ability to perform the basic technical requirements and show reasonable running style throughout the race</li> <li>• an ability to apply, in simple terms, strategies and tactics which might be used to outwit opponents.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited knowledge of the basic requirements of warm up, practice and training</li> <li>• an ability to run the following distances over a marked course without stopping and without showing any undue stress: girls 2000 m, boys 3000 m</li> <li>• an ability to run the distance showing reasonable style</li> <li>• an ability to consider in simple terms strategies and tactics which may be applied.</li> </ul>

## Cycling

### Apparatus/Exercises

Candidates can choose to use either to cycle as a member of a cycling group on major roads, as a member of a speed cycling group using a velodrome, or cycle as a mountain bike activity. The activity may be competitive or non-competitive.

Close supervision is essential at all times.

The type of exercise and training programme adopted will vary according to the type of cycling activity. Candidates should choose one type of cycling activity and devise a training programme for that activity. Candidates will be required to keep a detailed record of the training and activity sessions. The record should include a detailed outline of what the candidate hopes to achieve during the period of the activity, the dates, distances, venues/locations of the races/rides/events, the times and positions (if applicable), and a brief statement of what was achieved/successes.

The skills identified below will be seen and assessed in the context of a variety of cycling situations.

### Basic skills and techniques

Candidates should demonstrate the following skills in a variety of cycling situations.

Skills and techniques will vary from one method of training and activity to another.

Safety equipment and preparation of the bicycle	The correct safety equipment to wear and a knowledge of how to cycle in order to minimise the risk of injury. How to prepare and check that the cycle is safe to ride.
Preparing to ride	A general warm up routine to precede cycling and training exercises.
Adjustment for correct riding position	The correct cycling position to ensure that forces are applied correctly, without putting undue strain on muscles, tendons and joints. Adjustment to seat and handlebars for height/rake, adjustment to brakes, gears and tyre pressures.
Cycling technique	The correct cycling technique in order to maximise the candidate's cycling efficiency, including the use of gears, when to use different parts of the handle bars, when to stand up to peddle, when to freewheel, when to slip stream other riders. The correct cycling method to maintain efficient breathing and periods of relaxation. The different procedures to apply under different weather, road and off-road conditions.
Training exercises	Exercises to improve leg, arm and body strength in order to improve cycling efficiency.
Knowledge of cycling conditions	Knowledge of cycling rules, including the Highway Code.
Safety considerations when cycling and first aid in the event of an accident	A thorough check of all essential items of equipment before starting a day's journey or activity session/event. Know how to use maps and plan a route (if applicable), check all safety clothing and equipment on the rider and bicycle (including pump, repair kit, lights, maps, food and drinks).

### **Tactics, strategies and team skills**

How to prepare thoroughly, both mentally and physically, before each of the cycling events/activities/journeys.

How to plan the activity/journey in order to minimise the risk of injury to self or others, and damage to the bicycle.

How to thoroughly prepare the bicycle for the type of event/competition/activity/journey involved. How to make adjustments to the bicycle, taking into account the weather conditions, the terrain/road conditions, the distance to ride, the risks involved, other people involved.

How to employ any tactics (if appropriate) during the exercises/competition/journey.

The correct technique throughout each of the cycling activities. High levels of performance can be judged against the distance cycled or in the event of a competitive event, against the candidate's finishing position.

How to keep a record of training methods, competition results or cycle rides/distances undertaken.

Candidates should be taught to evaluate and improve their performance.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should understand the role of rules and conventions in the activity.

The importance of appropriate behaviour whilst taking part in the activity, particularly if riding as a member of a group on the highway.

The importance of safety conditions, both in terms of what the cyclist should wear (e.g. helmet, gloves, correct cycling shoes and clothing) and the safety requirements as far as the bicycle is concerned (ref: the Highway Code) should be stressed from the start.

The skills should be taught gradually, applying the principles of training and the risks involved.

### **Objective evidence**

Centres must submit times on a separate note.

## Cycling Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to ride a time trial over a marked course with some undulations in less than the following times: girls 25 miles – 1 hour 15 mins, boys 25 miles – 1 hour 10 mins. In a mountain cycling event candidates would be expected to cycle half the distance, with steeper gradients in about the same times</li> <li>• an ability to ride the distance showing very good technique and pace judgement throughout</li> <li>• an ability to apply tactics and strategies to very good effect throughout the race</li> <li>• an ability to plan, carry out and evaluate, without supervision, an effective personal training schedule for their chosen event.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to ride the following distances over a marked course with some undulations in less than the following times: girls 25 miles – 1 hour 25 mins, boys 25 miles – 1 hour 20 mins</li> <li>• an ability to ride the distance showing good technique and pace judgement throughout</li> <li>• an ability to apply tactics and strategies to good effect throughout the race</li> <li>• an ability to plan, carry out and evaluate an effective personal training programme in detail, including specific warm up, practices and training schedules.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to ride the following distances over a level time trial course in less than the following times: girls 10 miles – 40 mins, boys 10 miles – 35 mins</li> <li>• an ability to ride the distance showing good technique throughout</li> <li>• an ability to apply simple tactics and strategies in order to outwit opponents</li> <li>• an ability to plan, carry out and evaluate an effective personal training schedule in considerable detail, paying attention to warm up, practices and drills.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to ride the following distances over a marked, flat course in less than the following times: girls 10 miles – 50 mins, boys 10 miles – 40 mins</li> <li>• an ability to perform the basic technical requirements and show reasonable cycling style throughout the race</li> <li>• an ability to apply, in simple terms, strategies and tactics which might be used to outwit opponents</li> <li>• an ability to plan, carry out and evaluate at a basic level without supervision, a simple method of preparing for participation including warm-up and brief training schedule.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to ride the following distances over a marked course without stopping and without showing any undue stress: girls 10 miles, boys 10 miles</li> <li>• an ability to ride the distance showing reasonable style</li> <li>• an ability to consider in simple terms strategies and tactics which might be applied</li> <li>• a limited knowledge of the basic requirements of warm up, practice and training.</li> </ul>

## Track and Field Athletics

Candidates must attempt three different events; no more than two should be from the same group.

### Basic skills and techniques

#### Running Group

Events

- Sprints** 100 metres, 200 metres, 300 metres (girls), 400 metres (boys):  
start, length and cadence of stride, pacing, running from the front, racing tactics and finish.
- Distances** 800 metres, 1500 metres, 3000 metres:  
start, length and cadence of stride, pacing, running from the front, racing tactics, maintaining form and finish.
- Hurdles** 80 metres (girls), 100 metres (boys), 300 metres (girls), 400 metres (boys), 1500 metres steeplechase (boys):  
start, stride pattern for different distances, hurdles clearance – lead and trail leg, arm position, movement between and off hurdles, steeplechase clearance, foot on barrier, push off, one step into the water.

#### Jumping Group

Events

- Long Jump** Approach run (accurate marking), speed onto the board, reach and drive off take-off foot, lift of free leg, flight (hang, hitch kick, stride), landing, use of the arms throughout.
- Triple Jump** Approach run (accurate marking) speed onto the board, hop, thigh parallel to the ground, ratio of the hop to other phases, active free leg, trunk upright throughout, landing.
- High Jump** Style: Fosbury or straddle: approach, take-off position, vertical lift, form in the air, landing.
- Pole Vault** Length and weight of the pole, grip, approach run (accurate marking), position of the foot at take-off relative to the grip of the pole, drive and lift of free leg, rock back pull and push action on the pole, bar clearance, landing.

#### Throwing Group

	Shot	Discus	Javelin	Hammer
Boys (Under 17 yrs)	5 kg	1.5 kg	700 g	5 kg
Girls (Under 17 yrs)	4 kg	1.0 kg	600 g	–

Events

- Shot** Grip, stance, movement across the circle, execution of the put, hip thrust, release, reverse, details regarding correct weights.
- Discus** Grip, stance, preliminary swings, the 'run' across the circle, balance at the centre, active right hip (for right-hand throwers) release and recovery, details regarding correct weights.
- Javelin** Grip, carry, run-up and withdrawal, position at release including wide stance and hip thrust, javelin alignment throughout the angle of release, flight and recovery, details regarding correct weights.
- Hammer** Grip and stance, preliminary swings, high/low point, sit throughout the turns, accelerate the hammer, long arm, heel/toe action at turns, release and recovery, flight, details regarding correct weights.

Candidates should perform in three different events and show an understanding of:

- how to prepare thoroughly, both mentally and physically, before each of the events and work at an optimal level
- how to employ any tactics (if appropriate) during the event. Tactics might include those used in a middle distance race or opting to enter a competition at a particular height (high jump or pole vault)
- the correct technique throughout each of the events. Times, distances and heights will show a high level of performance
- how to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should understand the rules for each event and the relevant safety principles.

## Track and Field Athletics Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>the ability to perform in three events in athletics (no more than two from any one group) showing very good technique and consistently high standards of control and fluency, and where appropriate power, speed and stamina. (For boys, 245 points, for girls, 200 points)</li> <li>the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team</li> <li>the ability to evaluate their own work and independently make adjustment to technique in response to changing circumstances and to show sound leadership skills</li> <li>a thorough understanding of the role of rules and conventions of the activity.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to select and combine advanced techniques, adapt these to the demands of the athletic activity and modify their technique in the light of changing circumstances, and where appropriate showing speed, power and stamina. (For boys, 205 points, for girls, 165 points)</li> <li>the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance</li> <li>the ability to plan the ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance and health outcomes</li> <li>the ability to show good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly</li> <li>a detailed understanding of the role of rules and conventions of the activity.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to perform fluently and with confidence in three events in athletics showing the relationship between fitness, technique and strategy. (For boys, 165 points, for girls, 130 points)</li> <li>the ability to adapt and modify their technique as a result of analysis of both their own and others' performance and use tactics effectively</li> <li>the ability to work independently on their training programme and monitor improvements in performance</li> <li>the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas</li> <li>a sound understanding of the role of rules and conventions of the activity.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform with good sound technique in a limited number of athletics events. (For boys, 125 points, for girls, 90 points)</li> <li>• the ability to appreciate the different fitness demands in a variety of events/exercises and use basic tactics</li> <li>• the ability to design and implement a basic training programme for their chosen events/activities and work with others in supporting them in organising small competitions/events</li> <li>• the ability to draw on ideas given to them in order to warm up and cool down safely</li> <li>• a basic understanding of the role of rules and conventions of the activity.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform the basic requirements of various events. (For boys, 85 points, for girls, 60 points)</li> <li>• the ability to attempt to master technical aspects of events</li> <li>• the ability to carry out practices and ideas given to them by others and use simple tactics in order to help to improve their performance</li> <li>• the ability to plan a training programme with assistance and understand the benefits of effective warm up and cool down and attempt to improve their ability by observing and copying other pupils' performance</li> <li>• some understanding of the role of rules and conventions of the activity.</li> </ul>

Points	Running Group												
	Sprints				Distances			Hurdles				Steeplechase	
	100 m	200 m	300 m	400 m	800 m	1500 m	3000 m	80 m	100 m	300 m	400 m	1500 m	2000 m
Amt. Per Extra Pt	0.1 secs	0.2 secs	0.2 secs	0.3 secs	2 secs	3 secs	10 secs		0.1 secs	0.5 secs	0.5 secs	4 secs	5 secs
100	11.3	23.0	40.0	52.0	2.00	4.03	8.50		13.8	41.0	58.5	4.36	6.05
99	11.4	23.2	40.2	52.4	2.02	4.06	9.00		13.9	41.5	59.0	4.40	6.10
98	11.5	23.4	40.4	52.7	2.04	4.09	9.10		14.0	42.0	59.5	4.44	6.15
97	11.6	23.6	40.6	53.0	2.06	4.12	9.20		14.1	42.5	1.00.0	4.48	6.20
96	11.7	23.8	40.8	53.4	2.08	4.15	9.30		14.2	43.0	1.00.5	4.52	6.25
95	11.8	24.0	41.0	53.7	2.10	4.18	9.35		14.3	43.5	1.01.0	4.56	6.30
94	11.9	24.2	41.5	54.0	2.11	4.21	9.40	11.4	14.4	44.0	1.01.5	5.00	6.35
93	12.0	24.4	42.0	54.4	2.12	4.24	9.45	11.5	14.5	44.5	1.02.0	5.04	6.40
92	12.1	24.6	42.5	54.7	2.13	4.27	9.50	11.6	14.6	45.0	1.02.5	5.08	6.45
91	12.2	24.8	43.0	55.0	2.14	4.30	9.55	11.7	14.7	45.5	1.03.0	5.12	6.50
90	12.3	25.0	43.5	55.5	2.15	4.33	10.00	11.8	14.8	46.0	1.03.5	5.16	6.55
89	12.4	25.2	44.0	56.0	2.16	4.36	10.05	11.9	14.9	46.5	1.04.0	5.20	7.00
88	12.5	25.4	44.5	56.5	2.17	4.39	10.10	12.0	15.0	47.0	1.04.5	5.24	7.05
87	12.6	25.6	45.0	57.0	2.18	4.42	10.15	12.1	15.1	47.5	1.05.0	5.28	7.10
86	12.7	25.8	45.5	57.5	2.19	4.45	10.20	12.2	15.2	48.0	1.05.5	5.32	7.15
85	12.8	26.0	46.0	58.0	2.20	4.48	10.25	12.3	15.3	48.5	1.06.0	5.36	7.20
84	12.9	26.2	46.5	58.5	2.21	4.51	10.30	12.4	15.4	49.0	1.06.5	5.40	7.25
83	13.0	26.4	47.0	59.0	2.22	4.54	10.35	12.5	15.5	49.5	1.07.0	5.44	7.30
82	13.1	26.6	47.5	59.5	2.23	4.57	10.40	12.6	15.6	50.0	1.07.5	5.48	7.35
81	13.2	26.8	48.0	1.00.0	2.24	5.00	10.45	12.7	15.7	50.5	1.08.0	5.52	7.40
80	13.3	27.0	48.5	1.00.5	2.25	5.03	10.50	12.8	15.8	51.0	1.08.5	5.56	7.45
79	13.4	27.2	49.0	1.01.0	2.26	5.06	10.55	12.9	15.9	51.5	1.09.0	6.00	7.50
78	13.5	27.4	49.5	1.01.5	2.27	5.09	11.00	13.0	16.0	52.0	1.09.5	6.04	7.55
77	13.6	27.6	50.0	1.02.0	2.28	5.12	11.05	13.1	16.1	52.5	1.10.0	6.08	8.00
76	13.7	27.8	50.5	1.02.5	2.29	5.15	11.10	13.2	16.2	53.0	1.10.5	6.12	8.05
75	13.8	28.0	51.0	1.03.0	2.30	5.18	11.15	13.3	16.3	53.5	1.11.0	6.16	8.10
74	13.9	28.2	51.5	1.03.5	2.32	5.21	11.20	13.4	16.4	54.0	1.11.5	6.20	8.15
73	14.0	28.4	52.0	1.04.0	2.34	5.24	11.25	13.5	16.5	54.5	1.12.0	6.24	8.20
72		28.6	52.5	1.04.5	2.36	5.27	11.30	13.6	16.6	55.0	1.12.5	6.28	8.25
71	14.1	28.8	53.0	1.05.0	2.38	5.30	11.35	13.7	16.7	55.5	1.13.0	6.32	8.30
70		29.0	53.5	1.05.5	2.40	5.33	11.40	13.8	16.8	56.0	1.13.5	6.36	8.35
69	14.2	29.2	54.0	1.06.0	2.42	5.36	11.45	13.9	16.9	56.5	1.14.0	6.40	8.40
68		29.4	54.5	1.06.5	2.44	5.39	11.50	14.0	17.0	57.0	1.14.5	6.44	8.45
67	14.3	29.6	55.0	1.07.0	2.46	5.42	11.55	14.1	17.1	57.5	1.15.0	6.48	8.50
66		29.8	55.5	1.07.5	2.48	5.45	12.00	14.2	17.2	58.0	1.15.5	6.52	8.55
65	14.4	30.0	56.0	1.08.0	2.50	5.48	12.05	14.3	17.3	58.5	1.16.0	6.56	9.00
64		30.2	56.5	1.08.5	2.52	5.51	12.10	14.4	17.4	59.0	1.16.5	7.00	9.05
63	14.5	30.4	57.0	1.09.0	2.54	5.54	12.15	14.5	17.5	59.5	1.17.0	7.04	9.10
62		30.6	57.5	1.09.5	2.56	5.57	12.20	14.6	17.6	1.00.0	1.17.5	7.08	9.15
61	14.6	30.8	58.0	1.10.0	2.58	6.00	12.25	14.7	17.7	1.00.5	1.18.0	7.12	9.20
60		31.0	58.5	1.11.0	3.00	6.03	12.30	14.8	17.8	1.01.0	1.19.0	7.16	9.25
59	14.7	31.2	59.0	1.12.0	3.02	6.06	12.35	14.9	17.9	1.01.5	1.20.0	7.20	9.30
58		31.4	59.5	1.13.0	3.04	6.09	12.40	15.0	18.0	1.02.0	1.21.0	7.24	9.35
57	14.8	31.6	1.00.0	1.14.0	3.06	6.12	12.45	15.1	18.1	1.02.5	1.22.0	7.28	9.40
56		31.8	1.00.5	1.15.0	3.08	6.15	12.50	15.2	18.2	1.03.0	1.23.0	7.32	9.45
55	14.9	32.0	1.01.0	1.16.0	3.10	6.18	12.55	15.3	18.3	1.03.5	1.24.0	7.36	9.50
54		32.2	1.01.5	1.17.0	3.12	6.21	13.00	15.4	18.4	1.04.0	1.25.0	7.40	9.55
53	15.0	32.4	1.02.0	1.18.0	3.14	6.24	13.10	15.5	18.5	1.04.5	1.26.0	7.44	10.00
52		32.6	1.02.5	1.19.0	3.16	6.27	13.20	15.6	18.6	1.05.0	1.27.0	7.48	10.05
51	15.1	32.8	1.03.0	1.20	3.18	6.30	13.30	15.7	18.7	1.05.5	1.28.0	7.52	10.10

50		33.0	1.03.5	1.21	3.20	6.33	13.40	15.8	18.8	1.06.0	1.29.0	7.56	10.15
49	15.2	33.2	1.04.0	1.22	3.22	6.36	13.50	15.9	18.9	1.07.0	1.30.0	8.00	10.20
48	15.3	33.4	1.04.5	1.23	3.24	6.39	14.00	16.0	19.0	1.08.0	1.31.0	8.04	10.25
47	15.4	33.6	1.05.0	1.24	3.26	6.42	14.10	16.1	19.1	1.09.0	1.32.0	8.08	10.30
46	15.5	33.8	1.05.5	1.25	3.28	6.45	14.20	16.2	19.2	1.10.0	1.33.0	8.12	10.35
45	15.6	34.0	1.06.0	1.26	3.30	6.48	14.30	16.3	19.3	1.11.0	1.34.0	8.16	10.40
44	15.7	34.2	1.06.5	1.27	3.32	6.51	14.40	16.4	19.4	1.12.0	1.35.0	8.20	10.45
43	15.8	34.4	1.07.0	1.28	3.34	6.54	14.50	16.5	19.5	1.13.0	1.36.0	8.24	10.50
42	15.9	34.6	1.07.5	1.29	3.36	6.57	15.00	16.6	19.6	1.14.0	1.37.0	8.28	10.55
41	16.0	34.8	1.08.0	1.30	3.38	7.00	15.10	16.7	19.7	1.15.0	1.38.0	8.32	11.00
40	16.1	35.0	1.08.5	1.31	3.40	7.03	15.20	16.8	19.8	1.16.0	1.39.0	8.36	
39	16.2	35.2	1.09.0	1.32	3.42	7.06	15.30	16.9	19.9	1.17.0	1.40.0	8.40	
38	16.3	35.4	1.09.5	1.33	3.44	7.09	15.40	17.0	20.0	1.18.0	1.42.0	8.44	
37	16.4	35.6	1.10.0	1.34	3.46	7.12	15.50	17.1	20.2	1.19.0	1.44.0	8.48	
36	16.5	35.8	1.10.5	1.35	3.48	7.15	16.00	17.2	20.4	1.20.0	1.46.0	8.52	
35	16.6	36.0	1.11.0	1.36	3.50	7.18	16.10	17.3	20.6	1.22.0	1.48.0	8.56	
34	16.7	36.2	1.11.5	1.37	3.52	7.21	16.20	17.4	20.8	1.24.0	1.50.0	9.00	
33	16.8	36.4	1.12.0	1.38	3.54	7.24	16.30	17.5	21.0	1.26.0	1.52.0	9.05	
32	16.9	36.6	1.12.5	1.39	3.56	7.27	16.40	17.6	21.2	1.28.0	1.54.0	9.10	
31	17.0	36.8	1.13.0	1.40	3.58	7.30	16.50	17.7	21.4	1.30.0	1.56.0	9.15	
30	17.1	37.0	1.13.5	1.41	4.00	7.35	17.00	17.8	21.6	1.32.0	1.58.0	9.20	
29	17.2	37.2	1.14.0	1.42	4.02	7.40	17.10	17.9	21.8	1.34.0	2.00.0	9.25	
28	17.3	37.4	1.14.5	1.43	4.04	7.45	17.20	18.0	22.0	1.36.0	2.02.0	9.30	
27	17.4	37.6	1.15.0	1.44	4.06	7.50	17.30	18.1	22.2	1.38.0	2.04.0	9.35	
26	17.5	37.8	1.15.5	1.45	4.08	7.55	17.40	18.2	22.4	1.40.0	2.06.0	9.40	
25	17.6	38.0	1.16.0	1.46	4.10	8.00	17.50	18.3	22.6	1.42.0	2.08.0	9.45	
24	17.7	38.5	1.16.5	1.47	4.12	8.05	18.00	18.4	22.8	1.44.0	2.10.0	9.50	
23	17.8	39.0	1.17.0	1.48	4.14	8.10	18.10	18.5	23.0	1.46.0	2.12.0	9.55	
22	17.9	39.5	1.17.5	1.49	4.16	8.15	18.20	18.6	23.2	1.48.0	2.14.0	10.00	
21	18.0	40.0	1.18.0	1.50	4.18	8.20	18.30	18.7	23.4	1.50.0	2.16.0		
20	18.1	40.5	1.18.5	1.51	4.20	8.25	18.40	18.8	23.6	1.52.0	2.18.0		
19	18.2	41.0	1.19.0	1.52	4.22	8.30	18.50	18.9	23.8	1.54.0	2.20.0		
18	18.3	41.5	1.19.5	1.53	4.24	8.35	19.00	19.0					
17	18.4	42.0	1.20.0	1.54	4.26	8.40	19.10	19.1					
16	18.5	42.5	1.20.5	1.55	4.28	8.45	19.20	19.2					
15	18.6	43.0	1.21.0	1.56	4.30	8.50	19.30	19.3					
14	18.7	43.5	1.21.5	1.57	4.32	8.55	19.40	19.4					
13	18.8	44.0	1.22.0	1.58	4.34	9.00	19.50	19.5					
12	18.9	44.5	1.22.5	1.59	4.36	9.05	20.00	19.6					
11	19.0	45.0	1.23.0	2.00	4.38	9.10		19.7					
10	19.2	45.5	1.23.5	2.01	4.40	9.15		19.8					
9	19.4	46.0	1.24.0	2.02	4.42	9.20		19.9					
8	19.6	46.5	1.24.5	2.03	4.44	9.25		20.0					
7	19.8	47.0	1.25.0	2.04	4.46	9.30		20.1					
6	20.0	47.5	1.25.5	2.05	4.48	9.35		20.2					
5	20.2	48.0	1.26.0	2.06	4.50	9.40		20.3					
4	20.4	48.5	1.26.5	2.07	4.52	9.45		20.4					
3	20.6	49.0	1.27.0	2.08	4.54	9.50		20.5					
2	20.8	49.5	1.27.5	2.09	4.56	9.55		20.6					
1	21.0	50.0	1.28.0	2.10	4.58	10.00		20.7					

Points	JUMPING GROUP				THROWING GROUP			
	High Jump	Long Jump	Triple Jump	Pole Vault	Shot	Discus	Javelin	Hammer
Amt. Per Extra Pt	2cm	10cm	15cm	10cm	20cm	1m	1m	1m
100	1.88	6.50	13.45	3.70	13.80	44.00	52.00	44.00
99	1.86	6.40	13.30	3.60	13.60	43.00	51.00	43.00
98	1.84	6.30	13.15	3.50	13.40	42.00	50.00	42.00
97	1.82	6.20	13.00	3.40	13.20	41.00	49.00	41.00
96	1.80	6.10	12.85	3.30	13.00	40.00	48.00	40.00
95	1.78	6.00	12.70	3.20	12.80	39.00	47.00	39.00
94	1.76	5.90	12.55	3.10	12.60	38.00	46.00	38.00
93	1.74	5.80	12.40	3.00	12.40	37.00	45.00	37.00
92	1.72	5.70	12.25	2.95	12.20	36.00	44.00	36.00
91	1.70	5.60	12.10		12.00	35.00	43.00	35.00
90	1.68	5.50	11.95	2.90	11.80	34.00	42.00	34.00
89	1.66	5.40	11.80		11.60	33.00	41.00	33.10
88	1.64	5.35	11.65	2.85	11.40	32.00	40.00	32.00
87	1.62	5.30	11.50		11.20	31.00	39.00	31.00
86	1.60	5.25	11.35	2.80	11.00	30.00	38.00	30.00
85	1.58	5.20	11.20		10.80	29.00	37.00	29.00
84	1.56	5.15	11.05	2.75	10.60	28.00	36.00	28.00
83	1.54	5.10	10.90		10.40	27.00	35.00	27.00
82	1.52	5.05	10.75	2.70	10.20	26.50	34.00	26.50
81	1.50	5.00	10.60		10.00	26.00	33.00	26.00
80	1.48	4.90	10.45	2.65	9.80	25.50	32.00	25.50
79	1.46	4.80	10.30		9.60	25.00	31.00	25.00
78	1.44	4.70	10.15	2.60	9.40	24.50	30.00	24.50
77	1.42	4.60	10.00		9.20	24.00	29.00	24.00
76	1.40	4.50	9.90	2.55	9.00	23.50	28.00	23.50
75	1.39	4.40	9.80		8.80	23.00	27.00	23.00
74	1.38	4.30	9.70	2.50	8.60	22.50	26.00	22.50
73	1.37	4.20	9.60		8.40	22.00	25.00	22.00
72	1.36	4.10	9.50	2.45	8.20	21.75	24.00	21.75
71	1.35	4.00	9.40		8.00	21.50	23.00	21.50
70	1.34	3.97	9.30	2.40	7.90	21.25	22.00	21.25
69	1.33	3.93	9.20		7.80	21.00	21.00	21.00
68	1.32	3.90	9.10	2.35	7.70	20.75	20.75	20.75
67	1.31	3.87	9.00		7.60	20.50	20.50	20.50
66	1.30	3.84	8.90	2.30	7.50	20.25	20.25	20.25
65	1.29	3.81	8.80		7.40	20.00	20.00	20.00
64	1.28	3.78	8.70	2.25	7.30	19.75	19.75	19.75
63	1.27	3.75	8.60		7.20	19.50	19.50	19.50
62	1.26	3.72	8.50	2.20	7.10	19.25	19.25	19.25
61	1.25	3.69	8.40		7.00	19.00	19.00	19.00
60	1.24	3.66	8.30	2.15	6.90	18.75	18.75	18.75
59	1.23	3.63	8.20		6.80	18.50	18.50	18.50
58	1.22	3.60	8.10	2.10	6.70	18.25	18.25	18.25
57	1.21	3.57	8.00		6.60	18.00	18.00	18.00
56	1.20	3.54	7.90	2.05	6.50	17.75	17.75	17.75
55	1.19	3.51	7.80		6.40	17.50	17.50	17.50
54	1.18	3.48	7.70	2.00	6.30	17.25	17.25	17.25
53	1.17	3.45	7.60		6.20	17.00	17.00	17.00
52	1.16	3.42	7.50	1.95	6.10	16.75	16.75	16.75

51	1.15	3.39	7.40		6.00	16.50	16.50	16.50
50	1.14	3.36	7.30	1.90	5.90	16.25	16.25	16.25
49	1.13	3.33	7.20		5.80	16.00	16.00	16.00
48	1.12	3.30	7.10	1.85	5.70	15.75	15.75	15.75
47	1.11	3.27	7.00		5.60	15.50	15.50	15.50
46	1.10	3.24	6.90	1.80	5.50	15.25	15.25	15.25
45	1.09	3.21	6.80		5.40	15.00	15.00	15.00
44	1.08	3.18	6.70	1.75	5.30	14.75	14.75	14.75
43	1.07	3.15	6.60		5.20	14.50	14.50	14.50
42	1.06	3.12	6.50	1.70	5.10	14.25	14.25	14.25
41	1.05	3.09	6.40		5.00	14.00	14.00	14.00
40	1.04	3.06	6.30	1.65	4.90	13.75	13.75	13.75
39	1.03	3.03	6.20		4.80	13.50	13.50	13.50
38	1.02	3.00	6.10	1.60	4.70	13.25	13.25	13.25
37	1.01	2.97	6.00		4.60	13.00	13.00	13.00
36	1.00	2.94	5.95	1.55	4.50	12.75	12.75	12.75
35	0.99	2.91	5.90		4.40	12.50	12.50	12.50
34	0.98	2.88	5.85	1.50	4.30	12.25	12.25	12.25
33	0.97	2.85	5.80		4.20	12.00	12.00	12.00
32	0.96	2.82	5.75	1.45	4.10	11.75	11.75	11.75
31	0.95	2.79	5.70		4.00	11.50	11.50	11.50
30	0.94	2.76	5.65	1.40	3.90	11.25	11.25	11.25
29	0.93	2.73	5.60		3.80	11.00	11.00	11.00
28	0.92	2.70	5.55	1.35	3.70	10.75	10.75	10.75
27	0.91	2.67	5.50		3.60	10.50	10.50	10.50
26	0.90	2.64	5.45	1.30	3.50	10.25	10.25	10.25
25	0.89	2.61	5.40		3.40	10.00	10.00	10.00
24	0.88	2.58	5.35	1.25	3.30	9.75	9.75	9.75
23	0.87	2.55	5.30		3.20	9.50	9.50	9.50
22	0.86	2.52	5.25	1.20	3.10	9.25	9.25	9.25
21	0.85	2.49	5.20		3.00	9.00	9.00	9.00
20	0.84	2.46	5.15	1.15	2.90	8.50	8.50	8.50
19	0.83	2.43	5.10		2.80	8.00	8.00	8.00
18	0.82	2.40	5.05	1.10	2.70	7.50	7.50	7.50
17	0.81	2.37	5.00		2.60	7.00	7.00	7.00
16	0.80	2.34	4.95	1.05	2.50	6.50	6.50	6.50
15	0.79	2.31	4.90		2.40	6.00	6.00	6.00
14	0.78	2.28	4.85	1.00	2.30	5.50	5.50	5.50
13	0.77	2.25	4.80		2.20	5.00	5.00	5.00
12	0.76	2.22	4.75		2.10	4.50	4.50	4.50
11	0.75	2.19	4.70		2.00	4.00	4.00	4.00
10	0.74	2.16	4.65					
9	0.73	2.13	4.60					
8	0.72	2.10	4.55					
7	0.71	2.07	4.50					
6	0.70	2.05	4.45					
5	0.69	2.03	4.40					
4	0.68	2.00	4.35					
3	0.67	1.97	4.30					
2	0.66	1.93	4.25					
1	0.65	1.90	4.20					

## Weight Training for Fitness

### Apparatus/Exercises

Candidates can choose to use either fixed weight training equipment (e.g. Multigym), free standing weights (e.g. barbells) or alternative weight training machines (e.g. cycle ergometers).

Close supervision is essential at all times.

The type of exercise and training programme adopted will vary according to the type of equipment being used. Multigym type weight training equipment tends to exercise one or two specific groups of muscles (e.g. the use of pulley weights to strengthen the arms, shoulders and back muscles). Freestanding weights can enable the lifter to exercise more major muscle groups (e.g. lifting weights from the floor to above the head). Rowing machines, cycle ergometers, tread mills and step machines also enable candidates to exercise at different intensities. A combination of the above may be used.

Candidates should be taught to develop and apply advanced skills and techniques. Skills and techniques will vary from one method of training to another.

Candidates should demonstrate the following:

- a general warm up and mobilising routine to precede weightlifting and training exercises
- the starting position to ensure that weights are lifted correctly without putting undue strain on muscles, tendons and joints
- the exercise movements, including the application of forces on muscles and joints
- arm and shoulder exercises (e.g. curls, raises, lat. pulls, pec-deck exercises)
- leg exercises (e.g. hamstring curl, quadriceps curl, cycle exercises)
- back exercises (e.g. back arching, lat.pulls, fixed rowing)
- abdominal exercises (e.g. sit-ups on inclined bench).

Free Weight Exercises	Press behind neck. Back and front squat. Bent forward rowing. Bench press. Curls. Crunches or sit-ups, with twist.
Exercises to develop speed	Power Clean. Power Snatch.
Specific Lifts	Clean and/or Power Clean. Jerk Snatch and/or Snatch.
Machine Exercises	Seated or standing press (face away from machine). Leg press or hip-sled (90% bend at knee or more). Knee flexion (hamstring curl). Pull down. Bench press (raise bench if necessary to ensure handles lower to shoulder level). Hyper extension or hip extension. Crunches or sit-ups with twist.

Candidates should perform in a range of different lifts and exercises and show an understanding of:

- how to prepare thoroughly, both mentally and physically, before each of the exercises/lifts
- how to employ any tactics (if appropriate) during the exercises/competition
- the correct technique throughout each of the exercises/lifts. High levels of performance can be judged against the weight lifted or the number of repetitions
- how to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should understand:

- the role of rules and conventions in the activity
- the importance of appropriate behaviour whilst taking part in the activity.

The procedures and condition of the apparatus, mats, floor surface, rigs, supports and other equipment should be emphasised from the start.

The skills should be taught gradually, applying the principles of training.

## Weight Training for Fitness Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability consistently to distinguish, select and apply advanced skills and techniques to suit the activity showing a high level of control, precision, fluency and originality, and if appropriate, power</li> <li>the ability to perform a wide range of skills, selecting them to suit needs and performing them with a high level of control and flair; weight trainers will demonstrate a wide knowledge of and ability in technique, principles and application for the benefit of improved fitness</li> <li>the ability to take the initiative and lead with groups to devise, implement and adapt a preparation programme for themselves and others, leading to performance in a display or competition</li> <li>the ability to take a number of roles in a group or team and show some sound planning and leadership skills</li> <li>a thorough understanding of the role of rules and conventions of the activity.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to perform a wide range of lifting movements with good, safe technique</li> <li>the ability in weight lifting for fitness to demonstrate an application of sound exercising principles</li> <li>the ability to prepare thoroughly for activity and to take into account the needs of conditioning and skills work</li> <li>the ability to work effectively with others adapting ideas and actions to incorporate the level of skill that others have, and make clear and accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, refine and improve it</li> <li>a detailed understanding of the role of rules and conventions of the activity.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to select from and perform various lifting exercises/techniques, perform them individually, in pairs or in groups with body tension, extension (if applicable) and control</li> <li>the ability to perform lifting exercises with sound techniques, showing good use of appropriate muscle groups</li> <li>the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>a clear understanding about how to develop, progress and improve their own and others' work taking the initiative to put ideas into practice</li> <li>a sound understanding of the role of rules and conventions of the activity.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform a small range of lifting techniques safely and with control, with some help and guidance</li> <li>• the ability to use sound principles in order to improve personal fitness</li> <li>• the ability to carry out warm up and cool down activities with support and direction performing exercises safely</li> <li>• a clear understanding of how to develop, progress and improve their own and others' work, taking the initiative to put ideas into practice</li> <li>• a basic understanding of the role of rules and conventions of the activity.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform lifting techniques with reasonable control</li> <li>• the ability to perform lifting techniques safely</li> <li>• the ability to work on exercises to help their strength and suppleness, with guidance identifying the main focus of most</li> <li>• the ability to make basic activity judgements about the quality of work, applying some of the set criteria, be aware of areas needing improvement and be able to work on them under guidance and supervision</li> <li>• some understanding of the role of rules and conventions of the activity.</li> </ul>

## 6.5 Outdoor and Adventurous Activities

Candidates should demonstrate knowledge and understanding in order to:

- prepare for and undertake a journey safely in an unfamiliar environment
- develop their own ideas for creating challenges for others
- use increasingly complex techniques and the safety procedures appropriate to the activity undertaken
- appreciate the effects of nutrition and climatic conditions on the body, through the activity undertaken, and be aware of and respond to changing environmental conditions.

Through the teaching of the practical activities candidates should learn:

- to develop and use an increasingly wide range of skills and use more complex techniques safely and accurately in large scale physical challenges or demanding journeys in different environments
- to plan and use an increasingly wide range of ideas and strategies to solve problems and meet challenges in different environments with others
- to analyse and evaluate progress and outcomes in challenges undertaken, identify priorities and take decisions to improve efficiency and safety
- the role of rules and conventions in the activity.

Candidates should be taught the following advanced skills and techniques, group skills and rules and regulations of their chosen activity.

## Canoeing

A prerequisite of all canoeing activities is the ability of all candidates to swim at least fifty metres in light clothing.

### Basic skills and techniques

Capsize drill	Candidates should be able to capsize a kayak, release the spray cover, extract themselves from the kayak and swim, towing the kayak, a distance of 25 metres.
Launching a canoe/kayak	Candidates should be able to launch a canoe/kayak in shallow (beach) water and deep (jetty) water.
Getting in and out of a canoe/kayak	This should be practised in shallow and deep water.
Forward and backward paddling	Candidates should be taught the correct hand grip on the paddle, seating position in order to perform an effective forward and backward paddling action.
Emergency stop	The emergency stop should be performed both forwards and backwards.
Turning left and right from a stationary position	Using alternative forward and reverse sweeps, candidates should be able to perform an effective turn to the left and then to the right in the canoe's own length using a sweep turn paddling action.
Turning to the left and right	Using a variety of turning strokes to effect a turn whilst moving forward.
Low brace turn	Leaning on the paddle the candidate should be able to effect a turn to the left and right.
Sculling for support	This should be performed to the left and right with weight on the sculling side paddle.
Draw stroke	This should be performed on both sides whilst stationary and moving.
Bow rudder turn	This turn should be initiated with a sweep stroke, efficient bow rudder action with the canoe slightly away from the paddle blade and the turn is completed with a forward paddling action.
Sculling draw	With the paddle held near to the vertical position using a sculling action, draw the canoe/kayak sideways; to be performed to the left and right.
Bow rescue (kayak)	From a capsized kayak, a canoeist grips the bow of a colleague's kayak in order to pull up and re-right their own kayak.
Jump out and climb in unaided (open canoe).	
Deep water re-entry	Having extracted themselves from the kayak, the canoeist, with the kayak supported alongside another kayak, climbs up between the kayaks and re-gains the seat: or appropriate rescue for canoe.
Kayak roll	Perform an unaided kayak roll.
Open canoe	Basic knowledge of how to pole a canoe up and downstream or to line and track.

### Equipment checking and use

Portage and carrying	Candidates should be familiar with different methods of portaging and carrying a canoe/kayak to minimise the risk of damage to the canoe/kayak and self injury.
Storage and tying on	Candidates should be aware of the best way to store a canoe/kayak and how to tie it securely onto a trailer or roof rack; they should also know how to maintain it in a clean and safe condition; use of knots will be examined.
Rigging a canoe/kayak and safety checks	Fitting out and packing; canoes/kayaks should be checked for cracks, leaks, adequate buoyancy, toggles in place, fail-safe foot rest; spray decks, paddles and helmets should be checked for wear and tear.
Personal equipment	Canoeists should wear the correct clothing, waterproofs, tops, shorts, gym/training shoes or similar, helmet, buoyancy aid.

Candidates should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

First aid knowledge	Candidates should have a basic knowledge of first aid in order to attend to minor injuries and expired air ventilation.
Map reading	For candidates being assessed on the day journey by canoe/kayak, they should be familiar with simple map reading, particularly along the stretch of river/canal on which the journey is to take place. They should understand signs and symbols, grid references on a 1:50 000 and 1:25 000 map.
Water Safety Code	All candidates should know the Water Safety Code and where to find help in an emergency.

Candidates will be assessed in terms of their ability to plan, undertake and evaluate a four-hour canoeing/kayaking journey along a canal/river/inland lake.

The test must be carried out as a planned four-hour paddling journey in conditions which candidates are capable of handling, either accompanied by a supervisor or closely supervised. All the usual rules of water safety must apply.

Candidates must consider the following as part of the planning:

- route planning and timing – having grid references, expected time of arrival at particular points
- meal/drinks – these should be carried securely in the canoe/kayak in suitable waterproof containers
- first aid kit should be carried in the canoe/kayak
- maps of the route should be readily accessible
- details of emergency rescue procedure should be known by all candidates
- buoyancy aids or life jackets must be worn and canoeing helmets should be available
- spare clothing should be available.

Candidates aiming for the higher levels would be assessed on more difficult moving water conditions.

## Canoeing Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very thorough knowledge of a range of equipment used in this activity, and how to use it and look after it</li> <li>• a detailed understanding of how to equip themselves and their canoe/kayak very well for a day's journey</li> <li>• an ability to plan a journey carefully noting obstacles and difficulties likely to be encountered</li> <li>• an ability to paddle to a very high standard, being able to control the canoe/kayak well in a variety of moving water conditions. They would, if necessary, be able to move from fast water to slow water conditions and vice versa with confidence and be able to affect a variety of rescue techniques if necessary</li> <li>• an ability to assess situations and after consideration take a sensible and appropriate course of action</li> <li>• an ability to apply moving water skills, upstream ferry glide, downstream ferry glide, break out of and into fast water</li> <li>• an ability to note the effects of nutrition and climatic conditions on the body, be aware of the effects that the conditions might be having on others and take the most sensible course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of equipment required and how to use it</li> <li>• a detailed understanding of how to prepare themselves and their canoe/kayak for a day's journey</li> <li>• an ability to launch a canoe/kayak in both shallow and deep water, showing the confidence to use a full range of paddling skills, to manoeuvre the canoe/kayak through a range of moving water conditions</li> <li>• an ability to paddle with ease over a lengthy period of time and avoid/negotiate simple obstacles on rivers/canals/inland lakes</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to apply a knowledge of moving water skills, upstream ferry glide, downstream ferry glide, break out of fast water, break into fast water</li> <li>• an ability to seek out and interpret all useful information in order to use it for the success of the venture</li> <li>• an ability to understand and respond to the body's needs and responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>

Marks	Description
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a venture noting the basic requirements</li> <li>• an understanding of the need for safety and an appreciation of the risks involved</li> <li>• an understanding of the need to prepare themselves and their canoe/kayak for a day's journey along a water course with no major hazards or difficulties</li> <li>• an ability to launch a canoe/kayak in both shallow and deep water (jetty) and show confidence using a range of skills to manoeuvre it, but only in placid or easy moving water conditions. They would be able to adopt an easy forward paddling motion which can be sustained over a lengthy period of time</li> <li>• if presented with a minor difficulty, they would be able to assess the situation and make a sensible evaluation</li> <li>• an ability to collect all useful information in advance of the venture and discuss the implications</li> <li>• an ability to observe all the rules as they apply to the countryside, water and safety</li> <li>• a sound understanding of the body's needs and responses to exercise and weather conditions.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it</li> <li>• an ability to prepare a canoe/kayak for a day's journey</li> <li>• an ability to launch a canoe/kayak and paddle forwards and backwards. However, they are unlikely to feel at complete ease when paddling, relying heavily on the basic skills to affect forward momentum and avoid obstacles</li> <li>• an ability to fulfil a day's journey within a group in easy water conditions with reasonable competence but needing close supervision</li> <li>• an ability to collect local weather information and use it to advantage on the venture</li> <li>• an ability to use all the rules as they apply to a day's canoeing journey</li> <li>• an understanding of the body's needs and responses to exercise and weather changes.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of the basic equipment and how to use it</li> <li>• a simple knowledge of how to make essential safety checks and prepare themselves for a short canoeing journey under close supervision</li> <li>• an ability to launch a canoe/kayak from shallow water and begin to paddle, but finding difficulty in maintaining balance or establishing a paddling rhythm, consequently they cannot correct their paddling action causing the canoe/kayak to turn frequently to the left and right. They are likely to be extremely unsure of themselves and their ability even in calm water and will not be able to travel very far in the allotted time</li> <li>• a limited ability to receive/collect local weather, water and topographical information and make certain adjustments</li> <li>• an ability to observe simple rules as they apply to the countryside, water and safety</li> <li>• an awareness of the body's needs and responses to exercise and weather changes.</li> </ul>

## Hill Walking and Campcraft or Hostelling

### Basic skills and techniques

Map reading	Candidates should become familiar with the scales of different maps, especially 1:25 000 and 1:50 000 OS maps, signs and symbols on different maps, relief symbols and six figure grid references.
Using a compass	Types and features of the walking compass. Definition of bearings. Differences between: <ul style="list-style-type: none"> <li>True North</li> <li>Grid North</li> <li>Magnetic North.</li> </ul> Taking a bearing from a map (grid bearing) and converting to a field (magnetic bearing).
Planning a route	Candidates will prepare route cards for the expedition; <ul style="list-style-type: none"> <li>divide the day's walk into legs</li> <li>use Naismith's Rule to calculate the time for each leg</li> <li>calculate field (grid) bearings</li> <li>escape routes.</li> </ul>
Navigating	Candidates should be able to identify features in the field and on the map and thereby be able to set the map, also be able to set the map with a compass. In groups of 4–7, candidates should plan and carry out a supervised 2-day expedition in an unfamiliar area (max. approx 45 km). The group should plan to keep to the times shown on their route sheet, weather permitting. The planned route should be between 10 and 45 km depending on their level of performance.
Packing/carrying a rucksack	Candidates should be aware of the benefits/designs of different rucksacks; how to pack and carry a rucksack for maximum comfort.
Using a camping stove	Types – gas, solid fuel, paraffin; where to use a stove.

### Group skills

Camping	Types of tent and their uses; candidates should display team skills in erecting a tent according to the prevailing weather conditions and with due regard to ground conditions and shelter; striking camp; weather and fire precautions.
Hostelling	Candidates should strictly observe the rules of hostelling particularly as they apply to: <ul style="list-style-type: none"> <li>hostel routine</li> <li>cooking</li> <li>consideration for other hostellers.</li> </ul> Candidates should if possible be involved in the communication with the hostel when planning the expedition.
Preparing menus and meals	All meals must be planned in advance of the expedition and prepared as a group activity with designated responsibilities. All food must be carried by candidates. Meals may not be provided by the hostel.

Candidates should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

Country Code	Enjoy the countryside and respect its life and work guard against all risks of fire fasten all gates keep dogs under close control keep to public paths across farmland use gates and stiles to cross fences, hedges and walls leave livestock, crops and machinery alone take your litter home help to keep all water clean protect wildlife, plants and trees take special care on country roads make no unnecessary noise.
Safety and survival	Precautions on a day to day basis basic first aid knowledge procedure to be carried out in case of an accident safety arrangements.

### Additional points

#### Safety

Centres offering hill walking and campcraft or hostelling as an activity must ensure that pupils are thoroughly prepared in readiness for a two day camping/hostelling/walking expedition. This will mean that the group will have had adequate training in the practicalities of navigation, back packing, campcraft/hostelling skills and first aid. (It is essential that individuals offered assessment over the two day expedition will have experienced similar practice expedition training prior to assessment).

Candidates should be familiar with safety arrangements provided in the event of accidents, illness or bad weather. Teachers should make these arrangements quite clear to all groups.

Teachers overseeing such expeditions must ensure that parents are informed of all the expedition arrangements and that they follow normal procedures laid down by local education authorities for expeditions of this kind. Adequate supervision must at all times be present in the field.

#### Group sizes

Groups should be restricted to between 4 and 7 to ensure that all members of the group are properly assessed.

#### Planning of expeditions

After sufficient training, the planning of the two day expedition must be undertaken by individual groups who will in due course submit route cards, tracings of routes (if felt necessary), menu and equipment lists to the teacher who is the principal safety officer.

It is not expected that candidates will be exposed to walking in wild terrain; the expedition should take place in a hilly area where the hills rise no higher than 1500ft (500m).

Candidates must not use the same site/hostel on consecutive nights.

All candidates must be prepared to carry all equipment for a two day expedition, including food, stoves, tents, sleeping bags, spare clothing and first aid kit.

In the event of a candidate or group failing to complete part of the assessment they must be given the opportunity to be re-assessed at a later date or forfeit the marks. Where a group is re-assessed this must be taken into account when the final assessment mark is given.

**Two day expedition (walking and camping or hostelling)**

Candidates must not be accompanied by an adult.

To facilitate assessment in the field, particularly where a number of groups have to be assessed, it is suggested that groups should plan individual routes through set check points. This will enable the teacher to determine if groups can find such points and arrive at the appointed time.

It is important that groups do not follow the same routes and are sufficiently far apart in terms of time.

**Assessment**

Ideally, most assessment will be carried out in practical situations away from the classroom.

Candidates will be assessed on their ability to plan thoroughly and carry out accurately a two day camping/ hostelling and walking expedition in an area with which the group is unfamiliar. Throughout the expedition members of the group will be expected to demonstrate their knowledge of map and compass work, ability to lead and navigate accurately, plan and prepare meals, camp or hostel.



## Hill Walking and Campcraft or Hostelling Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very thorough knowledge of a range of equipment used in this activity, how to use it and look after it</li> <li>• an ability to plan in consultation with others, and in great detail, an expedition over two days, with nights spent at different sites/hostels, over a total distance of between 24–28 miles/40–45 km</li> <li>• an ability to interpret map information in detail and to navigate safely with great accuracy along undefined footpaths in an unfamiliar area</li> <li>• an ability to assess situations and after consultation take a sensible and appropriate course of action</li> <li>• an ability to apply advanced techniques</li> <li>• an ability to note the effects of nutrition and climatic conditions on the body, be aware of the effects the conditions might be having on others and take the most sensible course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of equipment required and how to use it on an expedition</li> <li>• a detailed knowledge of route and equipment planning in readiness for a two day expedition over a distance of 24–28 miles/40–45 km using different sites/hostels</li> <li>• an ability to interpret map information and to navigate safely with considerable accuracy along well trodden footpaths in an unfamiliar area</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to apply advanced techniques such as navigating accurately with a compass</li> <li>• an ability to seek out and interpret all useful information in order to use it for the success of the venture</li> <li>• an ability to understand and respond to the body's needs/responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan for an expedition noting the basic requirements</li> <li>• a sound knowledge of route and equipment plans in readiness for a two day expedition over a distance of 16–20 miles/25–30 km</li> <li>• an ability to map read and navigate occasionally with consultation with others, with only minor errors along well-trodden footpaths safely in an unfamiliar area</li> <li>• an ability to use basic techniques such as map setting with a compass, without guidance;</li> <li>• route planning using Naismith's Rule without guidance</li> <li>• meal preparation</li> <li>• an ability to collect all useful information in advance of the venture and discuss any implications</li> <li>• an ability to observe all the rules as they apply to the countryside, campcraft and safety</li> <li>• a sound understanding of the body's needs/responses to exercise and weather conditions.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it</li> <li>• a basic knowledge of route and equipment planning in readiness for one or two day(s) expedition over a distance of between 12–16 miles/20–25 km;</li> <li>• an ability to navigate safely, with minimum guidance, over short distances, along well trodden footpaths in an unfamiliar area</li> <li>• an ability to work as part of a group sharing responsibilities</li> <li>• an ability to use simple techniques such as map setting visually with guidance</li> <li>• planning routes using Naismiths’s Rule with guidance</li> <li>• tent erection with due regard to weather/ground conditions</li> <li>• an ability to collect local weather and other information and use it to advantage on the venture</li> <li>• an ability to observe all the rules as they apply to the countryside, campcraft and safety</li> <li>• an understanding of the body’s needs/responses to exercise and weather changes.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of the basic equipment required for the venture and how to use it</li> <li>• a limited knowledge of how to prepare simple route and equipment sheets for a planned expedition over a distance of 6–8 miles/10–15 km</li> <li>• an ability, with guidance, to navigate safely over a short distance along well trodden footpaths in an unfamiliar area</li> <li>• an ability, as part of a team, to work to achieve a successful outcome</li> <li>• an ability to understand simple techniques such as map orientation, load packing and carrying</li> <li>• an ability to receive/collect local weather and topographical information and make certain judgements</li> <li>• an ability to observe simple rules as they apply to the countryside, campcraft and safety</li> <li>• an awareness of the body’s needs/responses to exercise and weather changes.</li> </ul>

## Horse Riding

### Basic skills and techniques

To achieve the highest mark the following must be observed:

Horse: must be clean, well groomed and correctly shod.

Tack: should be clean, secure and safe.

Rider: should be correctly attired: riding/jodhpur boots, approved hat/skull cap, jodhpurs, riding/hacking jacket, hair neat and tidy.

Points to include

Leading	From the left hand side, standing at the shoulder of the pony/horse, whip in left hand.
Mounting	Reins short enough (to restrain horse/pony). Hands on wither and saddle, place foot in stirrup with right hand facing tail. Make sure foot does not dig in horse/pony's side.
Dismount	Remove both feet from stirrups, lean forwards, leg over backwards without touching horse.
Walk, trot and canter	Ride with stirrup in walk and trot, reins in one hand, trot on named diagonal, turns and circles in canter, canter on correct legs, ride with contact and on the bit, figures in walk, trot and canter.  Rider to be in control for all movements. Correct positioning of legs and hands. Rider to understand the different diagonals and how to adapt this knowledge. Rider should have balanced seat, with legs back and be able to turn the horse/pony without use of reins. Understanding of leg aids necessary. Rider should have a balanced seat and be able to ask horse/pony to drop head into contact. Rider should maintain continual even contact with the mouth. Rider to move horse/pony from inner track to outer track without bend in horse's/pony's body (leg yielding). The horse/pony to extend or shorten its trot stride at rider's request. (Leg aids).
Jumping	Jump fences at 2 ft (61 cm), 2 ft 9 ins (84 cm) and 3 ft 6 ins (1 m 7 cm), jump a variety of fences. A smaller, preparatory practice jump should be provided to be jumped immediately before these jumps. Rider should be in contact up to and over the jump, maintain a light contact and have a forward seat.
Turn on forehand	The horse must keep front legs almost on same spot but will raise them up and down as back legs go round.
Quarter pirouettes	The horse/pony makes a 90° turn with back legs almost on same spot while front legs go round.
Rein back	The horse/pony moves backwards in a straight line for four steps, staying 'on the bit'.  (After all three movements, the horse and rider should walk straight on).

Candidates should be taught to evaluate and improve their performance.

## Horse Riding Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the correct attire for rider, correct turn out for the horse and understanding of the need for these</li> <li>• a very thorough knowledge of a range of equipment used in the activity, how to use it and look after it, including fine adjustment to tack</li> <li>• an ability to rise to a very good standard showing strong impulsion from their legs, being well balanced and deep-seated throughout. They are able to show very good control in performing riding figures in walk, trot and canter, quarter pirouettes, reining back, turns on forehand, and competence in jumping a variety of jumps successfully in good style</li> <li>• an ability to assess situations and after consideration take a sensible and appropriate course of action</li> <li>• an ability to apply advanced techniques</li> <li>• an ability to note the effects of nutrition and climatic conditions on the body and take the most sensible course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• detailed knowledge of equipment required and how to use it ensuring that rider and horse are correctly turned out</li> <li>• a considerable knowledge of horse care, recognising and dealing with minor ailments</li> <li>• good contact and control of the horse and an ability to perform the following movements well: walk, trot on named diagonal, canter on correct leg, ride school figures in walk, trot and canter, turn on forehand and jump a variety of jumps in good style</li> <li>• an ability to seek out and interpret all useful information in order to use it for the success of future ventures</li> <li>• an ability to understand and respond to the body's needs/responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a ride/presentation attending to the basic requirements and ensuring that rider and horse are correctly turned out</li> <li>• a knowledge of basic horse care, recognising and dealing with minor ailments</li> <li>• an ability to ride in canter, turns and circles, ride in walk independently of the reins, and hold the reins in one hand in walk and trot, left and right circle, on correct diagonal showing good contact with supple movements of the shoulders, hips and legs. They will show sufficient contact with the horse to be able to jump at least two jumps</li> <li>• an ability to observe all the rules as they apply to the countryside and safety</li> <li>• a sound understanding of the body's needs/responses to exercise and weather conditions.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to prepare themselves and horse quite well for presentation without assistance</li> <li>• a basic knowledge of equipment, its uses and how to look after it, as well as a knowledge of grooming, care of horse's feet and tacking up</li> <li>• an ability to mount and dismount with ease and display a sympathetic use of hands and arms with a measure of control and contact with the horse whilst trotting and cantering. They will be able to ride turns and circles with some success and might be able to jump a low fence</li> <li>• an ability to collect local weather and other information and use it to advantage on the venture</li> <li>• an ability to observe all the rules as they apply to the countryside and safety</li> <li>• an understanding of the body's needs/responses to exercise and weather changes.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to give some thought to the preparation of themselves and horse for presentation with a minimum amount of assistance</li> <li>• a knowledge of basic grooming, care of feet and tacking up</li> <li>• an ability to lead the horse, mount and dismount, hold reins, adopt the correct walk, trot and canter with control but occasionally with assistance</li> <li>• an ability to receive/collect local weather and route/highway information and make certain judgements</li> <li>• an ability to observe simple rules as they apply to the countryside and to safety</li> <li>• an awareness of the body's needs/responses to exercise and weather changes.</li> </ul>

## Orienteering

### Basic skills and techniques

To be demonstrated in a variety of outdoor adventurous activity situations.

Maps and how to use them	Candidates should be introduced to plans of rooms, table-tops, gymnasiums and location of apparatus/equipment/items within that space. Progress to school grounds with a plan of the buildings/playing fields.
Scale	Candidates should be introduced to a variety of scales from room sizes to playing fields and more difficult areas.
Measuring	From scale drawing of the school site allow pupils to pace, thereby measure various buildings on the site. Convert map measurements to real distances.
Features	Candidates must be able to recognise all the following features from the map: paths, tracks, roads, streams, ditches, fences, walls, buildings, open and wooded areas (types), knolls, hollows, steep slopes.
Setting a map	Candidates should be able to identify where they are, identify features around them and then locate them on the map/plan and change the grip to keep the map set.
Moving with a map and compass	With the compass fixed to North and the needle running parallel with the Magnetic North lines on the map, set the map. With the map still, candidates should be able to identify some of the features around them.
Control points	Candidates should recognise control points both on the map and what to find in the field; how routes are shown.
Choice of routes	Introduced as a simple thumbing walking exercise around building on a school site, candidates should progress to more difficult areas where, after the selection of route, they proceed at a jogging pace. They should learn movement speed between control points from walking to jogging.
Decision points	Candidates should recognise features along the route at which they might have to make a decision in order to reach a control point.
Attack points	This is an identifiable point along a route at which a candidate alters course to reach control point by a shorter route.
Identifying features from the map	Candidates should be continuously observing features along the route and identifying them on the map.
The compass and how to use it	Candidates should recognise the salient features of a compass including the compass needle, the compass housing and markings.
Taking a bearing	Can be introduced as simple direction cards in a gymnasium or on a tennis court. Initially taught as a mechanical exercise.

Candidates should perform in an activity situation and show an understanding of the following:

Different types of competition	How to score, penalties involved for late return, rules of competitions and safety clothing.
Event procedure	Buying a map and registering (get a start time).
Pre-start	Allow sufficient time to attach control card to wrist or clothing and get to the start a few minutes before the start time. Warm up as for any physical activity. Call up for start may be 1–2 minutes before actual start time. Hand in stub of control card when called.
The start	Copy course carefully from master map. Set map at start control (triangle on course).
On the course:	Use 'hand rails' wherever possible. Check control code is correct before punching in the correct box. Candidates should be informed that they do not double punch. Instead they should use the spare box. Know what to do in the event of an accident or if lost. Know how and when to use a whistle.
At the finish	Hand in control card. Discuss the route with others and consider results. Analyse strengths and weaknesses.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should understand the role of rules and conventions in the activity. They should be familiar with the Country Code.

Candidates should know how to apply simple first aid treatment in the event of an accident.

The orienteering event should be carried out under your national rules and regulations or those of the British Orienteering Federation after a course of instruction and several familiarisation (practice) events in an area unfamiliar to the candidates. The type of terrain should present no major hazards to the candidates.

Candidates should be taught to evaluate and improve their performance.

## Orienteering Assessment

### Planning, Performing and Evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to prepare very thoroughly for an orienteering event and have a very thorough knowledge of a range of equipment in the activity, how to use it and look after it</li> <li>• an ability to plan and negotiate a route in open and forested countryside over an unfamiliar course planned to light green level on the BOF colour coded scale of difficulty within certificate time</li> <li>• an ability to use map and compass well to take short cuts, make simple choice decisions between control points, use attack points, take accurate compass bearings and pacing to judge distances travelled; recognise simple control features on the map and ground</li> <li>• an ability to assess situations and take sensible and appropriate courses of action</li> <li>• an ability to apply advanced techniques</li> <li>• an ability to note the effects of nutrition and weather conditions on the body and take the most sensible course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan for an orienteering event and have a detailed knowledge of personal and club equipment and how to use it</li> <li>• an ability to interpret and visualise information from map and ground and participate individually and in a group</li> <li>• an ability to navigate accurately following line features, to take simple compass bearings to reach a control point from an attack point, to maintain good pace judgement and complete a BOF orange standard course running within certificate time for the event</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to understand and respond to the body's needs/responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan for an orienteering event noting the basic requirements, collecting useful information in advance of the event and discussing any implications</li> <li>• an ability to complete a simple orienteering course in an unfamiliar area as an independent participant (e.g. yellow course at an event within certificate time at jogging speed)</li> <li>• an ability to make basic judgements with respect to information supplied by the map and the ground but limitations in their choice of route, preferring to follow main 'handrail' features such as paths, tracks, streams and walls as means of navigation</li> <li>• an ability to set out a map using a compass but less capable of using the compass to navigate through terrain from an attack point</li> <li>• an ability to observe all the rules as they apply to the countryside and safety</li> <li>• a sound understanding of the body's needs/responses to exercise and weather conditions.</li> </ul>

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it</li> <li>• an ability to recognise all the colours and symbols on an orienteering map</li> <li>• an ability to complete an orienteering course set out on a school site on their own whilst running. They might also be able to complete a course in unfamiliar surroundings as part of a group whilst walking or jogging. This would be set at British Orienteering Federation yellow course standard</li> <li>• an ability to understand scale but would be less competent at assessing their speed of movement over the ground</li> <li>• an ability to observe all the rules as they apply to the countryside and safety</li> <li>• an understanding of the body's needs/responses to exercise and weather changes.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of the basic equipment required for orienteering</li> <li>• a simple knowledge of a school plan and features on it, and knowledge of some of the symbols and colours on an orienteering map</li> <li>• an ability to follow a simple course on a school site by thumbing</li> <li>• a limited ability to set a map using a compass</li> <li>• an ability to receive/collect local weather and simple topographical information and make certain judgements</li> <li>• an ability to observe simple rules as they apply to the countryside and safety</li> <li>• an awareness of the body's needs/responses to exercise and weather changes.</li> </ul>

## Rock Climbing

The skills identified below will be seen and assessed in the context of a variety of rock climbing activity situations.

### Basic skills and techniques

Equipment	Candidates should be familiar with the correct clothing, footwear and safety equipment. They should know what to take with them for a day's climbing, know where they are going and what they might need in the event of bad weather or an injury. They should be familiar with the care and maintenance of equipment and how to tie essential knots.
Rock climbing features	Candidates should be familiar with different types of rock. Sedimentary rocks, such as sandstone and limestone are softer and present different problems from volcanic rocks. Hazards on different types of rock may present problems which climbers should be aware of. Candidates should be familiar with the different features of rocks. Handholds and footholds are what the climber uses. These may be small or large (jugs, handles). Easy climbs are found on rock faces with large holds. Slabs are usually strata of rock set at an angle and can be easy or difficult to climb depending on the acuteness and smoothness of the surface. Other features include a variety of ridges, buttresses, cracks and corners and all will vary in their level of difficulty depending upon their size, smoothness, steepness and exposure.
Rock climbing technique	Climbing is about balance, taking most weight on the feet, moving on only one point of contact at a time, looking for the best footholds, not reaching or stepping too high, conserving energy, and ensuring safety at all times. Communication between climbers is essential and all must know the recognised calls. Candidates must know how to belay from a spike or rock or using a thread belay. They should be able to support a colleague in the event of a fall from below, using a waist belay. Candidates should know how far to climb in one pitch and when to use runners for security.
Methods of climbing	Obstacles require different climbing methods. These include: Bridging – straddling two rocks over a crack. Jamming – clinching fist in a crack to gain grip. Laybacking – climbing up a crack using arms to take much of the strain in a laid back position. Mantleshelving – climbing onto a small ledge, similar to a mantleshelf, using downward pressure on the arms. Traversing – the action of moving across a rock face. Candidates should be familiar with a variety of essential knots including bowline, double stop knot, figure of eight knot, double fisherman's knot, and when to use them.
Methods of descending	Climbing down requires climbers to face the rock, stand upright and ensure that hands are in the lower holds before searching for and stepping into footholds. Abseiling, like climbing, should be done with a safety rope in place. Emphasis should be placed on the wide stance, standing out from the rock, and taking even, gentle steps as the rope is paid out.
Safety procedures	Candidates should always check equipment before use, e.g. check ropes for wear, that karabiner gate locks work, that everyone is using a helmet, and that ropes are coiled after use. First aid should be carried by each climbing group and all candidates should know how to treat rope burns, blisters, cuts and sprains. All candidates should know how/where to call the nearest mountain rescue team.

Candidates should perform in an activity situation and show an understanding of the following points.

Planning	The planning for a day's rock climbing, including a consideration of the weather on the day and a forecast, the type of rock to be climbed, the wetness and dryness of the rock face, selection of routes, equipment to take, food and first aid.
Clothing and footwear	The correct clothing and footwear to use for rock climbing. The correct clothing to use when the climber is confronted by adverse weather conditions.
Equipment	All the correct equipment, including ropes, slings, karabiners, first aid kit and food, to take for a day's rock climbing.
Routes	<p>Climb several routes which are within the capabilities of the climber showing good technique, using the correct calls and never without the safety of a top rope. Climbers should show the correct use of belays, using the correct belay point, use slings at appropriate points in order to protect themselves when climbing, and use the correct calls.</p> <p>Climbers may use indoor climbing walls for training/practice purposes. Assessment should be undertaken on an outdoor rock face where there is at least 10 metres of vertical height and where they are able to show a wide range of climbing techniques. All climbers should be supported from above by a competent climber holding a safety top rope.</p>
Difficulties	<p>Consider difficulties on the route and use appropriate methods to overcome them, showing care for the environment.</p> <p>Discuss the route with others and consider the actions taken.</p>

Candidates should be taught to evaluate and improve their performance.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should know how to apply simple first aid treatment in the event of an accident.

Rock climbing should only be carried out under the strictest rules and regulations. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Rock climbing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of rock face and conditions should present no major hazards to the candidates.

## Rock Climbing Assessment

### Planning, Performing and Evaluation

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very thorough knowledge of a range of equipment used in this activity, how to use it and look after it</li> <li>• an ability to plan in consultation with others and in considerable detail, route and safety arrangements for a day's climbing</li> <li>• total familiarity with all climbing calls and a full range of the basic skills and the advanced skills. They will be able to climb routes graded as very difficult using techniques such as lay back, mantleshelf and possibly prusiking as well as being familiar with the methods of climbing on small holds, on an exposed face and on a long pitch</li> <li>• an ability to belay a colleague using a variety of methods and abseil from a crag using both sit-harness and classical method with confidence</li> <li>• an ability to assess situations and, after consultation, take a sensible and appropriate course of action</li> <li>• an ability to apply advanced techniques</li> <li>• an ability to note the effects of nutrition and climatic conditions on the body, be aware of the effects the conditions might be having on others and take the most sensible course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of equipment required and how to use it</li> <li>• a detailed understanding of the route to be taken and careful planning of their own personal and safety equipment</li> <li>• a good knowledge of climbing calls and basic climbing technique in order to climb a route graded as difficult. In doing so they would be able to demonstrate good balance and movement on a climb with small hand and foot holds. They would be able to use 'runners' to good effect and use bridging and jamming techniques to climb cracks and chimneys</li> <li>• a good rope handling technique in order to belay colleagues and be able to abseil in good style using the sit-harness method</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to apply advanced techniques</li> <li>• an ability to seek out and interpret all useful information in order to use it for the success of the venture</li> <li>• an ability to understand and respond to the body's needs/responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>

Marks	Description
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a venture, noting the basic requirements</li> <li>• an understanding of the needs for safety and an appreciation of the risks involved</li> <li>• an understanding of the need to be prepared both mentally and physically for a day's climbing</li> <li>• an ability to use the correct climbing calls and all the essential knots. They will display quite good movement on the rock, good stance, balance, quite good 'one point at a time' movements and the ability to climb a slab/buttress of moderate difficulty where there are strong features particularly foot and hand holds, using basic climbing techniques</li> <li>• an ability to belay a colleague with confidence although they may need guidance on positioning and/or stance and would be able to climb down or abseil a short distance from a crag with confidence and guidance</li> <li>• an ability to collect all useful information in advance of the venture and discuss its implications</li> <li>• a sound understanding of the body's needs/responses to exercise and weather conditions.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it</li> <li>• an understanding of the risks involved and the ability to take steps to ensure their own and others' safety before climbing</li> <li>• an ability to make the correct calls to colleagues when climbing and adopt a safe stance on the rock but difficulty in making the correct foot and hand movements without guidance. They will be able to climb an easy grade climb but may experience difficulties on a moderate climb. They will have tendencies to over-reach or over-step in an effort to gain height, and movements will be rushed, with more weight frequently being placed on arms rather than legs on more difficult pitches. They might be able to belay a colleague, but only under strict supervision</li> <li>• an ability to abseil adopting the correct position but not with total confidence and only on an easy shape, and work as part of a group sharing responsibilities</li> <li>• an ability to collect local weather information and use it to advantage on the venture</li> <li>• an understanding of the body's needs/responses to exercise and weather changes.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of the basic equipment required and how to use it</li> <li>• a simple knowledge of how to make essential safety checks and prepare themselves for a climb/descent with help from a teacher</li> <li>• a limited ability to communicate with colleagues using the correct calls</li> <li>• a limited ability to climb, showing poor stance with a tendency to clutch rather than stand up on the rock. Movements are either hesitant or rushed, with a tendency to 'freeze' in more exposed positions. They will require guidance in finding footholds, frequently resorting to over-reaching and over-stepping. They are likely to be able to tackle easy or moderate graded routes but is unlikely to be able to belay a colleague with any real confidence</li> <li>• a limited ability to abseil as result of poor stance and rope management</li> <li>• a limited ability to receive/collect local weather and topographical information and make certain judgements</li> <li>• an awareness of the body's needs/responses to exercise and weather changes.</li> </ul>

## Rowing

A prerequisite of all rowing activities is the ability of all candidates to swim at least fifty metres in light clothing.

### Basic skills and techniques

Checking the safety and equipment in a rowing boat	Candidates should check the safety and equipment in a rowing boat before launching it. Also be able to position oars, seat and feet, etc.
Launching a rowing boat	Candidates should be able to launch a rowing boat, whether it is a singles sculling boat or an eights rowing boat.
Getting in and out of a rowing boat	This should be practised in a safe position.
Rowing technique	Candidates should be taught the correct hand grip on the oar, seating position and rowing/sculling technique. This can be done on a simulated rowing machine, a training rowing tank or training boat.
Turning left and right	Depending on the type of rowing/sculling boat used, candidates should be taught, if necessary, how to turn the boat whilst rowing using forward and backward strokes.
Other skills	Crew in more than one type of boat, e.g. a four or an eight. Emergency stop. Responding to coxing demands.

### Equipment checking and use

Portage and carrying	Candidates should be familiar with different methods of portaging and carrying a rowing boat to minimise the risk of damage to the boat and self injury.
Storage and tying on	Candidates should be aware of the best way to store a rowing boat and how to tie it securely onto a trailer or roof rack; they should also know how to maintain it in a clean and safe condition.
Safety checks	Fitting out; rowing boats should be checked for cracks, leaks, adequate buoyancy, fail-safe foot rests; oars should be checked for wear and tear.
Personal equipment	Rowers should wear the correct clothing, waterproof tops if necessary, shorts, gym/training shoes, etc.

Candidates should be taught to evaluate and improve their performance.

**Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

**First aid knowledge** Candidates should have a basic knowledge of first aid in order to attend to minor injuries and Expired Air Ventilation.

**Water Safety Code** All candidates should know the Water Safety Code and where to find help in an emergency.

Candidates will be assessed in terms of their ability to plan, undertake and evaluate a four-hour rowing session on a river/inland lake/rowing course.

The test must be carried out as a planned four-hour rowing session in conditions which candidates are capable of handling, either accompanied by a supervisor or closely supervised. A safety boat should be present during every session. All the usual rules of water safety must apply.

Candidates must consider the following as part of the planning:

- plan to row over a recognised course for which the candidates should have prior knowledge
- prepare the rowing boat and carry out all necessary safety checks
- have access to first aid kit and other safety equipment
- discuss any safety or risks that might be apparent before rowing.

Candidates aiming for the higher levels would be assessed over a longer rowing course.

## Rowing Assessment

### Planning, Performing and Evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of how to equip themselves and their rowing boat very well for a day's rowing session</li> <li>• an ability to plan a race carefully noting obstacles and difficulties likely to be encountered</li> <li>• an ability to row to a very high standard, being able to control the rowing boat well in different water conditions. They will display very good technique and timing and be able to maintain this technique over a long course (2000m), showing very good strength and power.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of how to prepare themselves and their rowing boat for a day's rowing session</li> <li>• an ability to launch a rowing boat in both shallow and deep water, showing the confidence to use a full range of rowing skills</li> <li>• an ability to row with ease over a lengthy period of time and maintain a good technique. Timing will be good overall. Candidates should be able to row over a distance of 2000m with good style but not show very good power.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan for a race noting the basic requirements</li> <li>• an understanding of the need for safety and an appreciation of the risks involved</li> <li>• an understanding of the need to prepare themselves and the rowing boat for a day's session along a water course which is very familiar to them. They will show a sound knowledge of the rowing technique but is likely to lack timing skills and the ability to maintain form over a distance of 1000m.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to prepare for a day's rowing</li> <li>• an ability to launch a rowing boat and row with reasonable skill and timing. However, they are unlikely to feel at complete ease when rowing, relying heavily on the basic skills to affect forward momentum. They are unlikely to maintain form throughout a rowing session and would not be expected to take part in a race</li> <li>• an ability to fulfil a day's rowing session (journey) within a group in easy water conditions with reasonable competence but needing close supervision.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of how to make essential safety checks and prepare themselves for a short rowing session under close supervision</li> <li>• an ability to launch a rowing boat from shallow water and begin to row, but finding difficulty in maintaining balance or establishing a rowing rhythm, consequently they cannot correct their rowing action. They are likely to be extremely unsure of themselves and their ability even in calm water and will not be able to row very far in the allotted time.</li> </ul>

## Sailing

### Basic skills and techniques

Candidates should demonstrate the following skills in a variety of sailing activity situations.

Equipment	Candidates should be familiar with the correct clothing, waterproofs, wet suits, footwear and safety equipment, including personal buoyancy and helmet. They should know what to take with them for a day's sailing, know where they are going and what they might need in the event of bad weather or an injury. They should know about wind speed, weather forecast and whether to sail or not. They should be familiar with the care and maintenance of equipment and how to tie essential knots.
Boat equipment	Candidates should be familiar with the type of boat they are sailing and be able to identify different parts of the boat by name, including buoyancy bags/tanks, flares, anchor and first aid kit. Candidates should know how to carry out the five safety checks: personal buoyancy, boat buoyancy, bungs, bailer and paddle.
Rigging the boat	At the jetty: position boat always into wind, secure boat with round turn and two half hitches, centre board down, rudder on, hoist smallest sail first, hoist mainsail (or reef if necessary), fasten cleats, coil halyards and secure, all sheets should have figure of eight knots on ends, check paddle and bailer are secure. On the beach: position boat into wind, hoist the small sail first, hoist the mainsail, cleat off halyards, make figure of eight knots on sheets; for more advanced sailors – know how to use a spinnaker and a trapeze.
Sailing a boat	Know the aerodynamics of sails and foils. Know the five essentials: sail setting, centre board adjusted, balance, trim (fore and aft), course made good. Know the following: correct sailing position; safe to leave the jetty; determine the direction heading to; sail on a beam reach; go about into wind; return on a beam reach; slow boat down in order to stop.  Beam reach; going about close haul – 45° away from the wind broad reach – 135° away from the wind training run – 170° away from the wind straight run – 180° away from the wind gybing.
Capsize drill	Candidates should know what to do in the event of a capsize. Stay at the back of the boat and stay in contact with the boat. Move round the boat holding the main sheet. Climb on the centre board. Stand near the hull. Lean back and get the boat right. Hold the jib sheet figure of eight and climb in; crew brought in by scoop method.
Getting out of irons	In two-person boat, pull jib to one side, boat will turn to the opposite side. In a single hander push out the boom and as the boat turns onto a beam reach let go of the boom and pull the tiller towards you.
Hove to position	Basic hove to. Being close with sails flagging. Limited stop position. Hove to position. Jib pulled on the wrong side, i.e. windward. Mainsail right out, tiller pointed towards main sail. Very stable position.
Distress signal	Invert the jib, whistle, hands and arms flagging up and down by one's side.
First aid	Treatment for minor ailments, cardiopulmonary resuscitation, hypothermia.

Candidates should show an understanding of:

- the planning for a day's sailing, including a consideration of the weather on the day and a forecast, changes in the weather, on or offshore winds, selection of sailing routes, safety cover, equipment to take, food and first aid
- the correct clothing and footwear to use for sailing: the correct clothing to use when the sailor is confronted by adverse weather conditions
- all the correct equipment, including safety checks on the boat and personal safety checks, flares, first aid kit and food to take for a day's sailing
- rig and check a boat thoroughly for a day's sailing having considered the prevailing wind, tide, water conditions and weather conditions
- launch, sail and recover from a shore with onshore and offshore winds, helm in most sailing positions, gybe and lead a capsized drill, get under way and sail the boat dry using self bailers and/or transom flaps
- sail a triangular course and show a range of appropriate sailing positions
- consider difficulties when sailing and offer solutions: be familiar with the Water Safety Code
- discuss the route with others and consider the actions taken: analyse strengths and weaknesses
- how to evaluate the quality of their own and others' individual and team performance and prioritise action which leads to improvement.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should be familiar with the Water Safety Code and how to apply simple first aid treatment in the event of an accident.

Sailing should only be carried out under the strictest rules and regulations. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Sailing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of sailing conditions should present no major hazards to the candidates.

## Sailing Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very thorough knowledge of a range of equipment used in this activity and how to use it and look after it</li> <li>• a very thorough knowledge of their boat, how to rig and prepare it and how to sail it in differing conditions</li> <li>• a detailed knowledge of the risks involved in sailing and how to take the necessary precautions to safeguard their and others' safety</li> <li>• an ability to launch and recover from a shore with onshore and offshore winds, helm very confidently in all sailing positions using the five essentials accurately</li> <li>• an ability to put right a capsized or inverted boat confidently without supervision, get it underway and sail it dry using self-bailers and transom flaps. They would also be conversant with anchors and able to execute a man over board recovery</li> <li>• an ability to assess situations and after consultation take a sensible and appropriate course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of equipment required and how to use it</li> <li>• a detailed understanding of the risks involved and how to take action to avoid them</li> <li>• an ability to rig and check a boat thoroughly for a day's sailing, having considered the prevailing wind, tide, water, weather conditions</li> <li>• an ability to launch and recover from an offshore breeze, helm confidently in most sailing positions and have a knowledge of the five essentials and man over board recovery</li> <li>• an ability to gybe competently, lead a capsize drill and sail away to safety</li> <li>• a knowledge of an on-shore breeze and some knowledge of anchors</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to apply advanced techniques</li> <li>• a good knowledge of basic first aid and how to recognise and treat minor ailments and hypothermia</li> <li>• an ability to respond to the body's needs and responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>

Marks	Description
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a venture noting the basic requirements</li> <li>• an understanding of the needs for safety and an appreciation of the risks involved</li> <li>• an ability to identify the main parts of a boat, but possibly not fully understanding their purpose</li> <li>• an ability to rig a boat, consider the weather, wind, tide and water conditions and reef the sail if necessary with guidance before launching the boat</li> <li>• an ability to helm, though they would not be fully conversant with the five essentials. They will be able to sail a close-haul, beam reach, broad reach, and go about</li> <li>• an understanding of a gybe and in a capsize situation would be able to right the boat under supervision and helm the boat to a jetty under control</li> <li>• an ability to collect all useful information in advance of the venture and discuss its implications</li> <li>• an ability to observe all the rules as they apply to the countryside, water and safety</li> <li>• a sound understanding of the body's needs and responses to exercise and weather conditions.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it</li> <li>• an ability to describe the main parts of a boat, check for its seaworthiness and tie simple knots, for example figure of eight, round turn and two half hitches</li> <li>• an understanding of the risks involved and ability to give some thought to preparing themselves for some of the difficulties likely to be encountered</li> <li>• an ability to rig a boat and, if necessary, reef a sail with guidance, and launch a boat having considered weather, tide, water and wind conditions</li> <li>• an ability to helm a boat under supervision and sail on a beam reach, go about, return on a beam reach, come alongside in a controlled manner. They would have some knowledge of sail-setting and balancing the boat and would be able to assist in a capsize as a crew member</li> <li>• an ability to collect local weather information and use it to advantage in the venture</li> <li>• an ability to use all the rules as they apply to sailing</li> <li>• an understanding of the body's needs and responses to exercise and to weather changes.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of the basic equipment required and how to use it</li> <li>• a simple knowledge of how to make essential safety checks and prepare themselves and boat for a day's sailing with guidance</li> <li>• a limited ability to rig a boat under close supervision and assist others in launching a boat</li> <li>• a limited ability to contribute as a crew member in sailing on a beam reach, go about and turn under control, but inability to helm with any real confidence</li> <li>• a limited ability to receive/collect local weather and water/tide information and make certain judgements</li> <li>• an ability to observe simple rules as they apply to the countryside, water and safety</li> <li>• an awareness of the body's needs and responses to exercise and weather changes.</li> </ul>

## Skiing and Snowboarding

Candidates can be assessed in skiing and separately in snowboarding. This allows candidates to be assessed in and submit marks for skiing and snowboard as two separate activities. The same criteria should be used to assess skiing and also for snowboarding.

### Basic skills and techniques for Skiing

Warm up	Candidates should practise stretching exercises on skis in readiness for skiing.
Walking wearing skis	Candidates should practise easy sliding walking action, progressing to side stepping up and down a slope with skis parallel to the fall-line.
Side stepping, turning, getting up	Simple snowplough step turn to the left and right on an area of flat snow. Getting up from a sitting position with skis parallel to the fall-line with and without sticks.
Schussing and stopping	Parallel ski schuss, progressing to doing simple exercises, e.g. lifting alternate skis, touching boots. Snowplough stop at a given spot. Action should show candidate's weight forward.
Traversing and side slipping	Parallel run across the fall-line to the left and right. Edging skis to initiate side slip.
Climbing	Side stepping and herring bone methods.
Turning (stationary)	Stationary turn using the kick method.
Turning (moving)	Snowplough left and right across the fall-line; stem turn left and right across the fall-line; swing to the hill from a parallel ski descent and emergency stop; parallel swing left and right.

### Basic skills and techniques for Snowboarding

Warm up	Candidates should practise stretching exercises in readiness for snowboarding.
Basic stance	Candidates should practise regular and goofy stance, get up from a fall.
Moving on the snowboard	Candidates should practise side slip front side, straight descent, toe edge turn, carve stop, turn to the left and right (heel edge and toe edge turns), heel edge stop and scoot front foot in.
More advanced manoeuvres	Candidates should try to progress to a series of linked turns, toe traverse, heel traverse, carved turns left and right, linked carved turns, ability to crouch in turns, snowboard fakie (reverse) in controlled manoeuvre and short swings.
Use of ski lifts	Candidates must be familiar with the procedure and safe use of different ski lifts that are particularly suitable for candidates who are snowboarding.

Candidates should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

**Safety** Candidates should be aware of the inherent dangers involved in skiing and snowboarding such as:

- taking unnecessary risks skiing/snowboarding off piste
- not knowing the weather signs/conditions
- skiing/snowboarding too fast.

They should be aware of precautions needed on a day to day basis; skis/snowboard; piste maps; courtesy code.

Basic first aid knowledge should include the ability to treat minor injuries and knowing where to seek help. Candidates should understand the reasons for adequate protective clothing and also protection against the wind, cold and the sun.

Candidates should know where to ski/snowboard and where not to ski/snowboard and the reasons. Candidates should know the ski/snowboard signs.

**Using tows and lifts** Candidates should be introduced to different types of tows/lifts. They should be aware of the rules applied to tow/lifts.

On T-bars, skiers should hold sticks in one hand, stand up (not sit down), knees slightly bent, keep skis apart and parallel and take care when getting off.

On chair lifts skiers and snowboarders should never jump off the swing chair.

## Skiing/Snowboarding Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan in considerable detail a day's skiing/snowboard along a defined piste</li> <li>• an ability to interpret ski maps and information, consider weather and snow conditions in readiness for a safe day's skiing/snowboarding</li> <li>• an ability for skiers to ski an undulating slalom course using advanced techniques in a very controlled and balanced manner. The turns should show the correct edging of skis and most will be performed using parallel skis</li> <li>• an ability for snowboarders to follow a suitable very challenging route using appropriate turns which are performed to a very high and controlled standard.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of routes and equipment in preparation for a day's skiing/snowboard</li> <li>• an ability to interpret ski route maps, information and take appropriate and sensible courses of action based on a knowledge of snow and weather conditions</li> <li>• an ability for skiers to ski an undulating slalom course using a variety of turns in a balanced and controlled manner. Turns should also show good technique with the correct edging of skis and must include some parallel turns</li> <li>• an ability for snowboarders to follow a suitable challenging route using appropriate turns which are performed to a high standard with a good measure of control.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a descent over a gentle graded slope noting the basic requirements</li> <li>• a sound knowledge of snow, slope and weather conditions in preparation for skiing/snowboarding over a defined route</li> <li>• an ability for skiers to ski a route using methods to control the speed of descent and using a variety of turns in a controlled way. Throughout the run they should demonstrate sound balance and the correct use of edges in at least the snow plough and stem turns</li> <li>• an ability for snowboarders to snowboard over a defined route showing a sound measure of control.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a simple, safe, short downhill ski/snowboard run using basic skills including the use of snow plough (for skiers) to control the speed of descent, turn left and right and make a controlled stop</li> <li>• snowboarders will show a similar measure of control through running and sideslipping. The run should be performed on an easy slope, without any falls and showing basic balance and control.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• for skiers to show an ability to walk and climb on a gradual slope wearing skis, get up from a fall without help and make a simple controlled descent (schuss) over 20–30m with a snow plough stop</li> <li>• snowboarders will show a similar measure of control through running and sideslipping. The run should be performed on a very easy slope, without any falls and showing basic balance and control.</li> </ul>

## Windsurfing

The skills identified below will be seen and assessed in the context of a variety of windsurfing activity situations.

Candidates should demonstrate the following advanced skills.

Equipment, weather and sailing conditions	Candidates should be familiar with the correct clothing, wetsuits, wetsuit boots, steamers, drysuits and safety equipment, including personal buoyancy and harnesses. They should know what to take with them for a day's sailing, know where they are going and what they might need in the event of bad weather or an injury. They should know about wind speed, weather forecast and whether to sail or not. They should be familiar with the care and maintenance of equipment and how to tie essential knots.
Boat equipment	<p>Candidates should be familiar with the type of board they are sailing, its uses and limitations and be able to identify different parts of the board by name, including dagger board, mast foot, mast, boom, up haul, sail type, safety leash, foot straps if fitted, mast tack and uses, fins, flares and day-glo flag.</p> <p>Candidates should know the seven common senses:</p> <ul style="list-style-type: none"> <li>• is the equipment seaworthy and sensible?</li> <li>• inform someone of your sailing plan and expected time of return</li> <li>• ideally sail with others</li> <li>• obtain weather forecast for your local sailing area</li> <li>• are you capable of sailing in the prevailing conditions?</li> <li>• avoid strong tides, offshore winds and poor visibility</li> <li>• consider other water users</li> </ul>
Rigging the board and sailing theory	<p>Position board always into wind; insert mast into sail; attach boom at right point for user; attach mast to mast foot applying tension as necessary; attach the out-haul; make sure the up-haul is attached; insert and tension battens as applicable; attach to board; attach safety leash; put dagger board in place.</p> <p>Know how the sail works. Centre of effort, centre of lateral resistance including turning. Know how to sail: close haul, beam reach, broad reach, run, tacking, gybing.</p> <p>Know the equipment used for the above manoeuvres, types of board and types of sail, different types of competition.</p>
Sailing a board	<p>Movement to establish the secure position – select goal. Establish the sailing position on a beam reach.</p> <p>Tacking – to return to secure position, position feet very close to mast foot, incline the rig towards the back of the board, shuffle feet around the front of the board until in the opposite secure position, set new goal, back into sailing position.</p> <p>More advanced tack – incline the rig to the back of the board, front hand on the mast, front foot touching the mast foot, back foot up to the mast foot and both hands on the mast. Continue the turn using rig as before and once in this safe position return to the sailing position.</p> <p>Gybing: from sailing to safe position, feet close to mast foot, incline the rig to front of the board, shuffle feet round until desired position reached, choose the goal and adopt sailing position.</p> <p>Coming ashore – lower rig before grounding and kneel on the board and get off.</p>

Self rescue	<p>Butterfly method – place rig on back of board, sailor lies face down with body on the sail, keeping the end of the boom out of the water.</p> <p>Flagging downwind – from secure position lean the sail towards the front of the board until the board and sail are facing downwind.</p> <p>Full self rescue – de-rig the sail whilst sitting across the board with dagger board down. Roll the sail round the mast, tie the boom ends to the mast and lie in line with the board.</p>
First aid	Treatment for minor ailments, cardiopulmonary resuscitation, hypothermia.

Candidates should perform in an activity situation and show an understanding of:

- the planning for a day's sailing, including a consideration of the weather on the day and a forecast, changes in the weather, on or off shore winds, selection of sailing routes, safety cover, equipment to take, food and first aid
- the correct clothing and footwear to use for windsurfing. The correct clothing to use when the sailor is confronted by adverse weather conditions
- all the correct equipment, including safety checks on the board and personal safety checks, flares, first aid kit and food to take for a day's windsurfing.

Candidates should:

- rig and check a board thoroughly for a day's windsurfing, having considered the prevailing wind, tide, water conditions and weather conditions
- launch, sail and recover from a shore with onshore and offshore winds, helm in most sailing positions, gybe and show a self-rescue drill, up haul the sail and sail way
- sail a triangular course and show a range of appropriate sailing positions
- consider difficulties when sailing and offer solutions
- be familiar with the Water Safety Code
- discuss the route with others and consider the actions taken: analyse strengths and weaknesses
- evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should understand the role of rules and conventions in the activity.

Candidates should be familiar with the Water Safety Code and how to apply simple first aid treatment in the event of an accident.

Windsurfing should only be carried out under the strictest rules and regulations of the local education authority. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Windsurfing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of windsurfing conditions should present no major hazards to the candidates.

## Windsurfing Assessment

### Planning, Performing and Evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very thorough knowledge of a range of equipment used in this activity and how to use and look after it</li> <li>• a detailed understanding of the risks involved in sailing and the ability to take the necessary precautions to safeguard their own and others' safety</li> <li>• a very good launching technique and the ability to sail in varying wind conditions. They will display very good board control and steering ability using both rig and foot steering. They will be able to sail in all sailing positions with confidence and do a more advanced tack and gybe. Landing will be very controlled and safe</li> <li>• an ability to assess situations and after consultation take a sensible and appropriate course of action</li> <li>• an ability to apply advanced techniques</li> <li>• a good knowledge of basic first aid and the ability to recognise signs and symptoms of minor ailments and hypothermia and how to treat them</li> <li>• an ability to notice the effects of nutrition and climatic conditions on the body, be aware of the effects the conditions might be having on others and take the most sensible course of action.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of equipment and how to use it</li> <li>• a detailed knowledge of the risks involved and how to take precautions to avoid them</li> <li>• an ability to plan a day's sailing having considered the prevailing wind, tide, water and weather conditions</li> <li>• an ability to rig and check a board thoroughly before launching. Having adopted a good sailing position they will display good board control and steering ability. They are capable of sailing in all positions relative to the wind and can quickly move from tack to tack and gybe in breezy conditions. Landing will be controlled and in total safety</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to apply advanced techniques</li> <li>• a good knowledge of basic first aid and how to recognise and treat minor ailments and hypothermia</li> <li>• an ability to seek out and interpret all useful information in order to use it for the success of the venture</li> <li>• an ability to react to the body's needs and responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.</li> </ul>

Marks	Description
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan a venture, noting the basic requirements</li> <li>• an understanding of the needs for safety and an appreciation of the risks involved</li> <li>• an understanding of the need to be prepared, having considered the weather, wind, tide and water conditions before setting off</li> <li>• an understanding of the main parts of a training board and their purpose</li> <li>• an ability to tie simple knots suitable for their and others' safety</li> <li>• an ability to launch, get on the board ensuring the rig is downwind and the board is at right angles to the wind. They will quickly adopt the secure position before attempting to set sail. Having set the dagger board down, they will be able to steer the board using the rig according to rights of way</li> <li>• an ability to sail in all positions with moderate success and tack in light winds, keeping the rig working throughout the turn. Landing will show a good measure of control</li> <li>• an ability to collect all useful information in advance of the venture and discuss its implications</li> <li>• an ability to observe all the rules as they apply to the countryside, water and safety</li> <li>• a sound understanding of the body's needs and responses to exercise and weather conditions.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it and check for its seaworthiness</li> <li>• an understanding of the risks involved in sailing, giving some thought to preparing themselves for some of the difficulties likely to be encountered</li> <li>• an ability to rig a board with guidance – would be able to launch a board having considered the weather, tide, water and wind conditions</li> <li>• an ability to up haul and adopt a secure position but will experience difficulties getting into a sailing position and particularly in maintaining balance when sailing a beam reach. They will be able to move from a sailing position to a secure position but will find it difficult to move from tack to tack. They will be able to come ashore with a moderate degree of success</li> <li>• an ability to collect local weather information and use it to advantage in the venture</li> <li>• an ability to use all the rules as they apply to sailing</li> <li>• an understanding of the body's needs and responses to exercise and to weather changes.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a simple knowledge of the basic equipment and how to use it</li><li>• a simple knowledge of how to make basic safety checks and prepare themselves and boat for a day's windsurfing</li><li>• an understanding of the risks involved in windsurfing but would be less likely to prepare themselves in advance although would be able to dress appropriately for it</li><li>• an ability to rig a board under close supervision</li><li>• an ability to assist in the launching of a board, but is unlikely to distribute their weight evenly on the board</li><li>• a limited ability to sail, partly as a result of trying to sail before the mast and rig are in the right position. They are likely to experience difficulties up hauling even in a light wind and would be unable to set sail with any degree of competence. Tacking would be difficult, landing would lack control, although they would be able to climb back on board after falling in the water</li><li>• a limited ability to receive/collect local weather and water/tide information and make certain judgements</li><li>• an ability to observe simple rules as they apply to the countryside, water and safety</li><li>• an awareness of the body's needs and responses to exercise and weather changes.</li></ul>

## 6.6 Swimming

Candidates should demonstrate knowledge and understanding in order to:

- implement the rules for competition and prepare for and participate in races in the various sprint, distance, medley and team events
- develop further the application and evaluation of the principles and practice of rescue and resuscitation in water based activities
- develop, apply and evaluate their skills in selected water-based activities.

Centres must use the Competitive Swimming Centre Order of Merit sheet for candidates being assessed in Competitive Swimming. A copy of this form can be found towards the end of this document.

## Competitive Swimming

### Basic skills and techniques

All strokes should be assessed in terms of:

body position  
leg action  
arm action  
breathing  
turning  
diving.

Swimming skills

<b>Breaststroke</b>	Body position: as flat as possible to minimise drag factor.
	Leg action: legs flexed to bring heels close to bottom, feet everted to produce whip-like kick outwards and then together with feet/toes extended/pointed; leg kick must be symmetrical.
	Arm action: reach, wrist flexed, point fingers down, press outwards and backwards to point level with shoulders, recover hands to under the chin with elbows tucked in at this stage, reach out to glide phase. Propulsion should come from the palms of hands pulling outwards and backwards.
	Timing: alternate arm pull then leg kick, glide.
	Breathing: breathe in on the pull, out into the water on the leg kick/glide.
<b>Backstroke</b>	Body position: flat, head in natural position, ears in the water, hips not too low (this causes drag).
	Leg action: swing from the hips, flexion at the knee in the upwards movement, ankles relaxed, toes pointed. Thighs should not come out of the water. Alternate leg movement.
	Arm action: alternate arm action, reach to extended position above head, enter water, cock wrist, pull by bending elbow and continue until the push phase, recover arm at the hip close to the body. High arm recovery.
	Timing: normally six leg beats to one arm cycle.
	Breathing: normally regular pattern of breathing, in one arm pull and out on the other.
<b>Front crawl</b>	Body position: flat, streamlined, head low.
	Leg action: should show feet and ankles relaxed, toes pointed, slight flexion at the knee in the kick, with heels just breaking the surface.
	Arm action: enter, catch position, pull and push phases, high elbow in the recovery. S-pull.
	Timing: regular arm to leg cycle, usually six beats of the legs to one arm cycle.
	Breathing: low breathing technique clearly showing forceful expiration into (below) water and fast inspiration without any lifting of the head. Some may prefer to use bilateral breathing techniques.

<b>Butterfly</b>	<p>Body position: prone position, back slightly arched, arms extended, wrists flexed, legs extended, toes pointed.</p> <p>Leg action: undulating leg kick with legs together (dolphin kick), ankle joint relaxed, slight flexion at the knee.</p> <p>Arm action: reach 'over the barrel' arm action to enter water, pull backwards and downwards. Recover arms beyond the point where one can't push any more.</p> <p>Timing: can be one or two leg beats per arm cycle. Usually in the two leg beat movement the four counts for legs and arms are as follows: legs: pull, recovery, enter (3), glide; arms: pull, recovery, enter (3), glide;</p> <p>Breathing: breathe in on the arm pull and out when the face is in the water.</p> <p>Candidates must choose three of the above four strokes.</p>
Diving (optional)	Diving should only be allowed in water of sufficient depth and only after candidates have received instruction. Entry should not be vertical. Dives should only be allowed as a means of getting into an efficient swimming position quickly.
Turning	<p>Breaststroke and butterfly: Touch and turn with two hands placed simultaneously on the side of the pool. Finish with two hands placed simultaneously on the side.</p> <p>Front crawl and backstroke: Front crawl and backstroke turns may be done with a hand or by rotating and touching the side with the feet.</p>

Candidates should be taught to evaluate and improve their performance.

Allocate a mark for each stroke according to the time achieved. Then average the marks to produce a mark out 50.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

Candidates should understand the necessity to warm up and cool down when swimming. General safety principles should be understood and applied.

## Competitive Swimming Assessment

### Planning, performing and evaluating

Marks	Description															
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>an ability to plan in fine detail and carry out prior to competition a preparation programme covering every aspect of warm up and training schedule</li> <li>an ability to swim 50m using the correct leg, arm and breathing action in three of the following strokes in less than the following times</li> </ul> <table border="0"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Front Crawl</td> <td>47 secs</td> <td>49 secs</td> </tr> <tr> <td>Breaststroke</td> <td>56 secs</td> <td>59 secs</td> </tr> <tr> <td>Backstroke</td> <td>51 secs</td> <td>54 secs</td> </tr> <tr> <td>Butterfly</td> <td>49 secs</td> <td>52 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>a very detailed knowledge and understanding of the rules as they apply to all swimming competitions.</li> </ul>		Boys	Girls	Front Crawl	47 secs	49 secs	Breaststroke	56 secs	59 secs	Backstroke	51 secs	54 secs	Butterfly	49 secs	52 secs
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Backstroke	51 secs	54 secs														
Butterfly	49 secs	52 secs														
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>an ability to carry out without supervision a preparation programme which includes warm up and training schedule</li> <li>an ability to swim 50m using the correct leg, arm and breathing action in three of the following strokes in less than the following times</li> </ul> <table border="0"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Front Crawl</td> <td>50 secs</td> <td>52 secs</td> </tr> <tr> <td>Breaststroke</td> <td>59 secs</td> <td>62 secs</td> </tr> <tr> <td>Backstroke</td> <td>54 secs</td> <td>57 secs</td> </tr> <tr> <td>Butterfly</td> <td>52 secs</td> <td>55 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>a detailed understanding of the rules as they apply to all swimming competitions.</li> </ul>		Boys	Girls	Front Crawl	50 secs	52 secs	Breaststroke	59 secs	62 secs	Backstroke	54 secs	57 secs	Butterfly	52 secs	55 secs
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21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>an ability to carry out with supervision a preparation programme which includes a warm up, practice and training schedule</li> <li>an ability to swim 50m using the correct leg, arm and breathing action in three of the following strokes in less than the following times</li> </ul> <table border="0"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Front Crawl</td> <td>53 secs</td> <td>55 secs</td> </tr> <tr> <td>Breaststroke</td> <td>62 secs</td> <td>65 secs</td> </tr> <tr> <td>Backstroke</td> <td>57 secs</td> <td>60 secs</td> </tr> <tr> <td>Butterfly</td> <td>55 secs</td> <td>58 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>a sound understanding of the rules of most swimming competitions.</li> </ul>		Boys	Girls	Front Crawl	53 secs	55 secs	Breaststroke	62 secs	65 secs	Backstroke	57 secs	60 secs	Butterfly	55 secs	58 secs
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Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>an ability to carry out a simple warm up practice and training schedule under close supervision</li><li>an ability to swim distances of 50m using two different strokes with the correct leg, arm and breathing action, without a pause</li><li>an understanding of some of the rules of competition particularly those in which they participates.</li></ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>a minimum knowledge of basic requirements of a warm up, practice and training schedule</li><li>an ability to move through the water a distance of 50m showing a form of stroke</li><li>a limited understanding of the rules of competitions.</li></ul>

## Life Saving

### Basic skills and techniques

#### Life Saving skills

Candidates should be taught:

- to recognise potentially dangerous situations within a pool
- to recognise a person in difficulty
- to summon assistance
- how to approach a casualty in difficulty without endangering their own lives.

Side stroke

Life Saving leg kick

Entry into water

How to enter water safely using:  
slide, step, straddle jump, shallow dive.

Rescues

How to assist a casualty using a land based rescue:

- reaching with a pole, hand
- throw a rope, buoyancy aid
- water based: wade; row
- how to carry out an accompanied rescue over 15 m
- how to carry out a non-contact rescue over 15 m with float, rigid or non-rigid aid
- how to carry out a contact rescue using three of the following tows over 15 m:
  - extended tow
  - clothing tow
  - wrist tow
  - chin/head tow
  - double shoulder tow
  - cross chest tow.

Landing a casualty

How to land a subject with assistance.

Life support skills

Candidates should be taught:

- to check responsiveness of a casualty and know what to do if a casualty is:
  - unconscious
  - not breathing
  - injured
  - suffering from shock
- to carry out simulated Expired Air Ventilation
- to place casualty in the recovery position.

Candidate should be taught to evaluate and improve their performance.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

Candidates should understand the general safety principles of the activity.

## Life Saving Assessment

### Planning, Performing and Evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability consistently to distinguish, select and apply advanced skills and techniques in life saving, showing a high level of competence</li> <li>the strategies outlined in the content, showing a full range of life-saving rescue techniques</li> <li>use a wide range of aids to assist in rescues in different situations</li> <li>the ability to take a number of roles in a group or team and show some sound planning and leadership skills</li> <li>a thorough understanding of the role of rules and conventions of the activity.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to competently select the appropriate life-saving skills and techniques to assist in a variety of rescue situations. Land-based and water-based rescues will be of a good standard</li> <li>demonstrate a good range of life-saving skills whilst swimming in different situations, showing a good measure of confidence and competence</li> <li>an ability to carry out life support skills to a good standard</li> <li>a detailed understanding of the role of rules and conventions of the activity.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to demonstrate a sound range of life-saving skills, showing a sound measure of confidence and competence, using a range of aids to assist in a rescue. Water-based rescues will be largely non-contact rescues</li> <li>a sound knowledge of the needs for after care following a rescue from water and the ability to demonstrate this</li> <li>the ability to carry out specific roles in a group or team effectively and show how to warm up and cool down effectively using own ideas</li> <li>a sound understanding of the role of rules and conventions of the activity.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>demonstrate a small range of life-saving skills showing a measure of confidence and competence</li> <li>demonstrate an understanding of life-saving skills of a subject in different water conditions from both water and land based situations</li> <li>the need for certain life support skills following a rescue</li> <li>a basic understanding of the role of rules and conventions of the activity.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>demonstrate a small range of life-saving skills, showing only a very limited measure of confidence and competence. Rescues are only likely to be land based</li> <li>demonstrate a simple understanding of life-saving skills in different water conditions</li> <li>the ability to recognise the need for after care following a rescue situation</li> <li>some understanding of the role of rules and conventions of the activity.</li> </ul>

## Personal Survival

### Basic skills and techniques

Each of the swimming strokes and personal survival skills will emphasise:

body position  
propulsion (leg action and arm action)  
breathing.

Candidates should perform in an activity situation and show an understanding of the application of knowledge of personal survival techniques in order to ensure survival: this is likely to involve swimming a considerable distance using a variety of forward facing strokes and demonstrating a range of skills.

**Survival strategies and skills** Pre-entry: candidates should check before entering water that they are safe to do so, they remove any hazardous items of clothing, they know the environmental conditions, the availability of assistance.

Entry: plan carefully the method of entry so that there is no risk to the person.

Swim in a competent manner for at least 100 metres using front crawl, breaststroke, lifesaving backstroke, scull head-first on back for 10 metres, move into a tucked position and turn through 360 degrees, scull and tread water for at least 5 minutes using arms and legs to keep afloat.

Be able to perform a range of water competence practices e.g. rotational movements, surface dive head and feet first to retrieve an object from a depth of at least 1.5 metres, and to show their familiarity with the water conditions.

Swim 800 metres displaying the ability to carry out a surface dive and swim underwater a distance for at least 5 metres during every 50 metres, changing to a different stroke after a minimum distance of 200 metres if necessary.

The 800 metres swim should be completed within 25 minutes. At the conclusion of the swim candidates should climb out of deep water unaided.

Survival floating: how to adopt a horizontal, angled or vertical position with face clear of the water. How to hold a buoyant aid to the chest.

Removal of clothing: how to remove garments which are too heavy or are restricting breathing; for example heavy boots and heavy coats. Remove items from the feet upwards whilst treading water. Be able to remove the following items of clothing: shoes, trousers/skirt, overhead garments, coat and shirt.

Signalling for help from a treading water position.

Survive using the HELP (heat escape lessening posture) particularly in cold water conditions; candidates should draw the knees up to the chin, keep the legs together, press both arms against the sides and keep the head out of the water. Also use the HUDDLE method where there is a group involved and all are using life jackets.

How to use items of clothing as an improvised float. How to inflate the clothing to make a float.

Swim slowly to conserve energy and body heat.

Dive and swim underwater a distance of at least 5 metres, resurface and continue swimming.

Use a range of buoyancy aids to assist in personal survival.

Survival actions in special cases

Candidates should be aware of the special conditions and dangers involved in the following situations (candidates will not be expected to demonstrate these techniques):

Quicksand and deep mud: spread weight by lying on the surface and move by slow arm and leg movements.

Underwater weeds: weeds will float apart if you move slowly. Sculling is probably the best technique as it makes breathing easy and reduces the amount of unnecessary movement.

Survival in cold water: keep calm, retain clothing, float quietly, tread water. When a swimmer cannot swim to safety adopt the HELP position. In a group situation where the group are all wearing life jackets adopt the HUDDLE position to avoid heat loss. For this, the group should press the sides of their chests together, press their groins and lower bodies together, and put their arms around each other's backs at waist level.

How to evaluate the quality of their own and others' individual skills and techniques and prioritise actions which lead to improvement.

Candidates should be able to adopt a variety of roles in the activity.

### **Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

Candidates should know how to seek help in the event of an accident and be aware of safety requirements.

### **Objective evidence**

Centres must submit times for the distance swim on a separate note.

## Personal Survival Assessment

### Planning, Performing and Evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability consistently to distinguish, select and apply advanced skills and techniques in personal survival, showing a high level of competence</li> <li>the survival strategies outlined in the content, showing a full range of survival swimming strokes, treading water for 5 minutes using arms and legs to keep afloat, swim 800 m in 25 minutes, surface diving in different ways as required</li> <li>survive using the HELP and HUDDLE positions, use clothing to survive, and demonstrate how to conserve heat and energy</li> <li>the ability to take a number of roles in a group or team and show some sound planning and leadership skills</li> <li>a thorough understanding of the role of rules and conventions of the activity.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>the ability to competently select the appropriate skills and techniques to survive in different water situations, from the range of skills and techniques outlined in the content</li> <li>demonstrate a good range of survival skills whilst swimming in different ways over a distance of approximately 400 m within a time of 20 minutes, showing a good measure of confidence and competence</li> <li>demonstrate sound survival skills in different cold and other water conditions, including the HELP and HUDDLE positions</li> <li>the ability to show a good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly</li> <li>a detailed understanding of the role of rules and conventions of the activity.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>a range of survival skills, selecting several survival strokes and various surface diving techniques from those outlined in the content</li> <li>demonstrate a sound range of survival skills whilst swimming in different ways over a distance of approximately 200 m within a time of 15 minutes, showing a sound measure of confidence and competence</li> <li>demonstrate some survival skills in different cold and other water conditions</li> <li>the ability to apply the principles of swimming and water skills to improve personal survival performance</li> <li>the ability to carry out specific roles in a group or team effectively and show how to warm up and cool down effectively using own ideas</li> <li>a sound understanding of the role of rules and conventions of the activity.</li> </ul>

11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a small range of survival skills, selecting several survival strokes and one method of surface diving from those outlined in the content</li><li>• demonstrate a small range of survival skills whilst swimming in different ways over a distance of approximately 100m within a time of 12 minutes, showing a measure of confidence and competence</li><li>• demonstrate an understanding of survival skills in different cold and other water conditions</li><li>• the ability to plan with others and support them in various roles in assisting in small supervised competitions and small supervised practices</li><li>• a basic understanding of the role of rules and conventions of the activity.</li></ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"><li>• a limited range of survival skills, selecting one or two survival strokes and one method of surface diving from those outlined in the content</li><li>• demonstrate a small range of survival skills whilst swimming in different ways over a distance of approximately 100m within a time of 12 minutes, showing only a very limited measure of confidence and competence</li><li>• demonstrate a simple understanding of survival skills in different cold and other water conditions</li><li>• the ability to co-operate with others and participate in the activity in specific roles in which they are comfortable</li><li>• some understanding of the role of rules and conventions of the activity.</li></ul>

## 6.7 Combat Activities

Candidates should demonstrate knowledge and understanding in order to:

- acquire the essential skills and their names in order to participate in the activity
- participate fully in a recognised version of a competitive contest
- use increasingly advanced strategies and tactics and adapt these to the strengths and limitations of other participants
- perform increasingly advanced techniques in both practice and competition and know how to improve performance
- co-operate with others in regular practice in order to refine their technique
- implement the rules of the activity including those governing specific competitions.

## Judo

### Basic skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game or practice situations.

Breakfalls	Forward roll breakfall (mae mawari ukemi) Side breakfall (yoko ukemi)
Grips	Standard lapel and sleeve grip Alternative grips
Throws	Major hip throw (o-goshi) One arm shoulder throw (ippon-seoi-nage) Two hand shoulder throw (morote-seoi-nage) Minor inner reaping (ko-uchi-gari) Major inner reaping (o-uchi-gari) Hand throw body drop (tai-otoshi) Minor outer reaping (ko-soto-gari) Shoulder drop (seoi-otoshi) Major outer reaping (osoto-gari) Sweeping hip (harai-goshi) Circle throw (tomoe-nage) Propping drawing ankle (sasae-tsuri komi-ashi) Inner thigh throw (uchi-mata)
Attack and counters	Front and both sides
Holds and locks	Basic scarf hold (kesa-gatame) Broken scarf hold (kuzure-kesa-gatame) Reverse scarf hold (ushiro-kesa-gatame) Shoulder hold (kata-gatame) Basic vertical four quarter hold (tate-shiho-gatame)
Escaping from holds	Bridging, rolling
Exercise	Bridging, twisting, turning, weight bearing, stretching exercises, strengthening exercises

### Tactics and Strategies

Candidates should perform in the game situation and show an understanding of:

- positions and roles in defence and attack in the game
- how to apply tactics and principles of play in different defensive and attacking situations
- individual skills. All the judo skills listed to ensure that there is no violation of the rules
- principles of attack: Grips should be taught, as well as stances to enable players to attack left and right. Breakfalls should be taught to ensure safe contact with the mat. Throws are achieved when a player is able to quickly manoeuvre into a position where they are able to take advantage of their opponent being off balance. Speed, distribution of weight and correctly applying forces are important to achieve success
- principles of defence: how to counter attack using throws and counter moves
- how to carry out standing and groundwork in Randori (free practice)
- how to apply set practices/exercises in attack and defence and in warm up
- how to apply other plays/tactics in order to outwit opponents.

### Basic safety rules/regulations

Including the rules/regulations and safety procedures.

## Judo Assessment

### Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for judo when performing at a high level</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate in both attacking and defensive situations</li> <li>• an ability to select the best skills, from those listed, in practice and contest situations and produce very good attacking and defensive movements with a high measure of control, consistency and accuracy</li> <li>• an ability to show speed of movement to outwit opponent, showing very good distribution of weight and the correct application of force to off balance opponent.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for judo when performing at a good level</li> <li>• a good understanding of the grip and stance to enable players to attack on the left and right</li> <li>• an ability to select and use the correct skills in practice and contest situations and produce good attacking and defensive movements with a good measure of control, consistency and accuracy</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses, showing a good measure of speed and a good distribution of weight to off balance opponent.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for judo when performing at a good level</li> <li>• a sound understanding of the grip and stance to enable players to attack on the left and right</li> <li>• an ability to make sensible choices when choosing the best manoeuvre and understand the principle of attack and defence to outwit opponent</li> <li>• an ability to execute a variety of throws in a contest situation, using appropriate tactics with a reasonable measure of success.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules/regulations in order to perform at a reasonable level, particularly in a practice situation</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents both in attack and defence in a practice situation</li> <li>• an ability to execute basic skills with a reasonable amount of control in a practice situation, without the ability to move quickly from a defensive situation to an attacking situation</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level.</li> </ul>
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of judo</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• a limited ability to select the appropriate movements in order to outwit opponent</li> <li>• a limited ability to execute the basic skills in a passive situation.</li> </ul>

## Karate (Non-Contact)

### Basic skills and techniques

Warm-up and stretching	<p>Warm up for the whole body.</p> <p>Stretching exercises – static, ballistic and proprioceptive neuromuscular facilitation (PNF).</p> <p>Exercises to include: neck, shoulder, wrist, fingers, elbow, trunk, knees and legs.</p>
Stretching	Stretching for all major muscle groups and associated joints.
Partner assisted stretching	Stretching for all major muscle groups and associated joints with the assistance of a partner.
Strength exercises	Exercises to improve strength of arms for blocking, legs for kicking, etc.
Karate moves	<p>Starting stance – hourglass position facing attacker.</p> <p>The following moves should be demonstrated but not carried through with contact with the intention of inflicting injury on opponent.</p> <p>The movements in the following practices should be demonstrated separately in the first instance. Once all the following movements have been mastered they should be performed as a continuous drill (practice).</p>
Practice 1 Defence from attack with a straight punch	<p>From the ready position, the attacker performs a straight arm attack (punch) with the right fist. The defender performs a defensive block by using their right arm and hand to deflect the punch towards their left shoulder.</p> <p>The same practice can be performed with the attacker using left arm and fist.</p>
Practice 2 Defence from an attack with a right hook	<p>From the ready position, the attacker swings a right hook and defender blocks with left forearm.</p> <p>The attacker continues with a left hook, the defender blocks using the same arm as before.</p> <p>The attacker swings a right punch towards the stomach area. Still with the same arm, the defender executes a downward block, simultaneously striking with right close punch (ura-zuki) towards the mid-section area.</p> <p>Pivoting the left hip forwards, the defender continues by striking towards the head area with a left roundhouse elbow smash. This is immediately followed by a right upwards elbow strike towards the chin area.</p>
Practice 3 Defence from an attack with a right hook towards the head area (alternative defensive movement)	<p>From the ready position, the attacker swings a right hook towards the head area, the defender blocks with left upwards block.</p> <p>The attacker swings a left hook towards the head area, the defender blocks with right forearm, hand open.</p>

Practice 4  
Defence from an  
attack with a right hook  
towards the head area  
(alternative defensive  
movement)

From the ready position, the attacker swings a right hook towards the head area, the defender blocks with left upwards block.

The attacker swings a left cross towards the face, the defender blocks with the left forearm.

The attacker swings another right hook which the defender blocks by lifting his left arm and catching the punching arm under their armpit.

Encircling the arm and pressing the elbow joint upwards, the defender counters with palm-heel strike towards the chin area.

Pressing the face hard to the rear, the defender continues by stepping past and throwing the opponent with major outer reaping or hooking throw (o-soto-gari, o-soto-gake).

As the opponent's body hits the ground, drop the knee on to the floating ribs and maintaining a strong arm lock against the elbow joint.

Practice 5  
Defence from a straight  
punch towards the head  
area

From the ready position, the attacker aims a straight left punch towards the head area. The defender sinks their hips and blocks with right upward block.

The attacker continues with a right swing towards the head area. The defender blocks with a left forearm block and at the same time counters with backfist strike towards the face.

Turning the blocking hand around to grasp the attacker's wrist, the other hand is slid behind the neck.

Lifting the wrist high and pulling the head forward, the defender strikes the chest or face with a knee smash, then stepping back and outwards with the striking leg the attacker's head is pulled further forwards and downwards while the other hand leaves the wrist and encircles the arm, locking it against the joint.

From this position the attacker can be forced down onto their face and arm locked into a hammer-lock behind their back.

Practice 6  
Defence from an attack  
with a stick

From the ready position, the attacker threatens with a stick and you have no other means of escape.

Attack the stick with the crescent kick to their inside (i.e. across their own body).

In one motion jump at the opponent, turning in front of their front leg and your rear supporting leg strikes behind the knee.

Continue to turn your body and in a scissor motion knock onto their face.

At this stage their leg will be locked between yours.

The above practices are not conclusive. They are merely shown to illustrate the type of movements used in defence of different forms of attack. More able candidates will be able to demonstrate other defensive moves and combinations of movements.

**Tactics and strategies**

Positions and roles in defence and attack.

How to carry out standing and free practices.

How to apply set practices/exercises in attack and defence and in warm up.

Individual skills. All the karate skills listed to ensure that there is no violation of the rules.

Principles of defence: how to counter attack using blocks, kicks and counter moves.

Principles of attack: stances to enable players to attack left and right in response to an attacking player.

Movements (including a wide range of blocks, kicks, etc.) to outwit opponent. These will show balance, speed, strength and alertness. Speed, distribution of weight and correctly applying forces are important to achieve success.

How to apply tactics and principles of participation in different defensive and attacking situations.

How to apply other ploys/tactics in order to outwit opponents.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Candidates should be taught to evaluate and improve their performance.

**Basic safety rules/regulations**

Including the rules/regulations and safety procedures.

## Karate Assessment

### Planning, Performing and Evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the principles, rules and regulations as they apply to practices and competitions in karate</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all aspects of training, practices and competitions in karate</li> <li>• an ability to display defensive and attacking skills to a high standard, showing very good balance, and reaction to opponents' moves and counter moves</li> <li>• a high level of ability in performance and wide range of moves, demonstrating strength, co-ordination, flexibility and speed of movement where appropriate.</li> </ul>
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the principles, rules and regulations as they apply to practices and competitions in karate</li> <li>• a good understanding of tactics and strategies appropriate to most aspects of training, practices and competitions in karate</li> <li>• an ability to display defensive and attacking skills to a very good standard, showing good balance, and reaction to opponents' moves and counter moves</li> <li>• a high level of ability shown in most aspects of performance, often displaying a good range of moves, a good measure of strength, co-ordination, flexibility and speed of movement.</li> </ul>
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the principles, rules and regulations of karate</li> <li>• a sound understanding of tactics and strategies appropriate to most aspects of training, practices and competitions in karate</li> <li>• an ability to display defensive and attacking skills to a good standard, showing balance, and reaction to most opponents' moves and counter moves</li> <li>• a sound level of ability shown in most aspects of performance often displaying a measure of strength, co-ordination, flexibility and speed of movement.</li> </ul>
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the principles, rules and regulations of karate</li> <li>• a basic understanding of tactics and strategies in karate particularly in training and practices but limited ability in a competition situation</li> <li>• an ability to display a small range of attacking and defensive skills. These will often reveal weaknesses in balance, and the reaction to most opponents' moves and counter moves</li> <li>• a basic level of ability in performance will often show up certain weaknesses in terms of strength, co-ordination, flexibility and speed of movement.</li> </ul>

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the principles, rules and regulations of karate</li> <li>• a limited understanding of tactics and strategies in karate particularly in training and practices. They will have little or no experience of participating in a competition situation</li> <li>• a limited ability to display even a small range of attacking and defensive skills. These will often reveal distinct weaknesses in balance, and the reaction to opponents' moves and counter moves</li> <li>• a limited level of ability in performance. Weaknesses in terms of strength, co-ordination, flexibility and speed of movement will be very evident in both training and practice situations.</li> </ul>

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## **7 Coursework assessment forms**

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# Cambridge IGCSE PE (0413) Centre Order of Merit (Track and Field Athletics)

CENTRE NUMBER ..... CENTRE NAME .....

Candidate Number	Candidate Name	Gender M/F	Event	Time or distance	Event points	Total Points	Planning, Performing and Evaluating (50)

boys	points	marks	girls	points	marks
	over 245	41–50		over 200	41–50
	205–244	31–40		165–199	31–40
	165–204	21–30		130–164	21–30
	125–164	11–20		90–129	11–20
	85–124	0–10		60–89	0–10

Name of teacher completing this form:

Print name ..... Signature .....

Role ..... Date .....

Independent verifier:

Print name ..... Signature .....

Role ..... Date .....

List candidates in **rank order** of ability in the activity, highest scoring candidate first. Boys and girls should be in separate lists.

An independent person should sign the form to confirm the times and distances achieved by candidates.







## Cambridge IGCSE PE (0413) Analysing and Improving Task Instructions

**Mark  
awarded/10**

Candidates must complete the analysing and improving task for **one** of their chosen activities.

Candidate Number ..... Candidate Name .....

### **Assessment of candidates' ability to analyse and improve their own or someone else's performance.**

Part of the assessment should take the form of an observational/written task; an example of how the task should be set out is given below. The details need to be supplied by candidates. A sample of at least five Analysing and Improving Tasks must be submitted for external moderation.

The mark awarded to the candidate should be entered into the box on the top right of this form.

### **Analysing and Improving Task**

The following instructions offer guidance to candidates on how to set out the analysing and improving task. Choose a member of the school activity group.

Observe the player/competitor/participant in a practice/game/activity situation.

Identify the player/competitor/participant .....

Name of activity .....

Describe the participant's role/position in the activity (e.g. goalkeeper etc.).

### **Task Instructions**

1. Identify the essential skills/techniques needed for a participant in their position/role and the part that tactics play (if appropriate).
2. Explain in detail
  - the strengths of the player/competitor/participant,
  - the weaknesses of the player/competitor/participant.
3. Suggest ways in which any strengths or weaknesses might be improved or corrected through training and practice.
4. Consider physiological, psychological and social factors that might affect performance.
5. Outline a training programme for the person being analysed.

Candidates should be able to complete the Analysing and Improving Task using no more than eight sides of A4 paper.



**INSTRUCTIONS FOR COMPLETION**

1. Teachers must be thoroughly familiar with the appropriate sections of the syllabus, the criteria for awarding marks and the General Coursework Regulations.
2. List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
3. Mark the Coursework according to the guidance and criteria given in the syllabus.
4. Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
5. The marks for **four** activities from at least **two** categories (see below) should be entered in the appropriate columns.
6. Divide the total marks (out of 200) by 4 to produce a final total (out of 50).
7. Add the Analysing and Improving mark (out of 10) to give a final mark (out of 60). Enter the final mark in the last column.
8. Ensure that the addition of the marks is independently checked.
9. Retain the forms securely pending further instructions from Cambridge.

**EXTERNAL MODERATION**

Documents will be sent to you in April for the purpose of external moderation.

**Activity Category and Codes**

<b>Games Category</b>	Association Football	=	AF	Rounders	=	Ro
	Badminton	=	Bad	Rugby Union	=	RU
	Basketball	=	Bas	Softball	=	So
	Cricket	=	Cr	Squash	=	Sq
	Goalball	=	Gb	Table Tennis	=	Ta
	Golf	=	Go	Tennis	=	Te
	Hockey	=	Ho	Volleyball	=	Vo
	Netball	=	Ne			
<b>Gymnastic Activities</b>	Artistic Gymnastics	=	AG	Rhythmic Gymnastics	=	RG
	Figure Skating	=	FS	Trampolining	=	Tr
<b>Dance (max 2 dance styles)</b>	Educational Dance	=	ED	Social Dance	=	SD
	Folk Dance	=	FD	Theatrical Dance	=	TD
	Historical Dance	=	HD			
<b>Athletic Activities</b>	Cross Country Running	=	CC	Track and Field Athletics	=	Ath
	Cycling	=	Cy	Weight Training for Fitness	=	Wt
<b>Outdoor/Adventurous Activities</b>	Canoeing	=	Ca	Rowing	=	Row
	Hill Walking, Campcraft or Hostelling	=	Hil	Sailing	=	Sa
	Horse Riding	=	Hor	Skiing	=	Sk
	Orienteering	=	Or	Snowboarding	=	Sn
	Rock Climbing	=	RC	Windsurfing	=	Wi
<b>Swimming</b>	Competitive Swimming	=	Sw	Personal Survival	=	PS
	Life Saving	=	LS			
<b>Combat Activities</b>	Judo	=	Ju			
	Karate	=	Ka			

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