
GCSE PHYSICAL EDUCATION

(8582)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8582
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Physical Education

We have worked closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire teaching and learning. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

The activity list and practical weighting for GCSE Physical Education will be the same across all exam boards. However, we've worked hard to ensure that our new specification is engaging and our assessment clear.

We've also enhanced our free resource package to include specification launch and preparing to teach events, lesson plans, practical exemplars and more, to support engaging theoretical and practical performance lessons. We'll continue to speak regularly to teachers to ensure we give you the right support.

We're confident our GCSE Physical Education specification will inspire and challenge your students to do their best.

You can find out about all our Physical Education qualifications at aqa.org.uk/pe

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/8582 to see all our teaching resources. They include:

- flexible schemes of work to help you plan for course delivery in your own way
- individual lesson plans on specific topic areas to assist in providing continuity and progression in teaching
- specimen assessment materials that will give your students a clear idea as to what is expected in the examinations
- a student text book from an AQA approved publisher
- practical exemplars to help you and your students with assessment standards
- training courses to help you deliver AQA Physical Education qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8582 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses

- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Help and support available

Visit our website for information, guidance, support and resources at aqa.org.uk/8582

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformedpe

Alternatively, you can call or email our subject team direct.

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

2.1 Subject content

1. [Applied anatomy and physiology](#) (page 9)
2. [Movement analysis](#) (page 16)
3. [Physical training](#) (page 18)
4. [Use of data](#) (page 26)
5. [Sports psychology](#) (page 27)
6. [Socio-cultural influences](#) (page 32)
7. [Health, fitness and wellbeing](#) (page 37)

2.2 Assessments

Paper 1: The human body and movement in physical activity and sport
<p>What's assessed</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.



Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.



Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

3 Subject content

3.1 The human body and movement in physical activity and sport

3.1.1 Applied anatomy and physiology

Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.

3.1.1.1 The structure and functions of the musculoskeletal system

Content	Additional information
Bones	<p>Identification of the bones at the following locations:</p> <ul style="list-style-type: none"> • head/neck – cranium and vertebrae • shoulder – scapula and humerus • chest – ribs and sternum • elbow – humerus, radius and ulna • hip – pelvis and femur • knee – femur and tibia (students should also know that the patella sits in front of the knee joint) • ankle – tibia, fibula and talus.
Structure of the skeleton	<p>How the skeletal system provides a framework for movement (in conjunction with the muscular system):</p> <ul style="list-style-type: none"> • the skeletal system allows movement at a joint • the shape and type of the bones determine the amount of movement (short bones enable finer controlled movements/ long bones enable gross movement) • flat bones for protection of vital organs • the different joint types allow different types of movement • the skeleton provides a point of attachment for muscles – when muscles contract they pull the bone.

Content	Additional information
Functions of the skeleton	<ul style="list-style-type: none"> • support • protection of vital organs by flat bones • movement • structural shape and points for attachment • mineral storage • blood cell production. <p>Functions should be applied to performance in physical activity.</p>
Muscles of the body	<p>Identification of the following muscles within the body:</p> <ul style="list-style-type: none"> • latissimus dorsi • deltoid • rotator cuffs • pectorals • biceps • triceps • abdominals • hip flexors • gluteals • hamstring group (not individual names) • quadriceps group (not individual names) • gastrocnemius • tibialis anterior. <p>Students should be taught the role of tendons (attaching muscle to bones).</p>
Structure of a synovial joint	<p>Identification of the following structures of a synovial joint and how they help to prevent injury:</p> <ul style="list-style-type: none"> • synovial membrane • synovial fluid • joint capsule • bursae • cartilage • ligaments.
Types of freely movable joints that allow different movements	<p>Identification of the types of joints with reference to the following:</p> <ul style="list-style-type: none"> • elbow, knee and ankle – hinge joint • hip and shoulder – ball and socket.

Content	Additional information
How joints differ in design to allow certain types of movement at a joint	<p>Understand that the following types of movement are linked to the appropriate joint type, which enables that movement to take place:</p> <ul style="list-style-type: none"> • flexion/extension at the shoulder, elbow, hip and knee • abduction/adduction at the shoulder • rotation of the shoulder • circumduction of the shoulder • plantar flexion/dorsiflexion at the ankle. <p>Application to specific sporting actions is in movement analysis (page 16).</p>
How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints	<p>With reference to the shoulder, elbow, hip, knee and ankle joints:</p> <ul style="list-style-type: none"> • major muscle groups operating at these joints (see above) • the action of prime movers (agonists)/ antagonists • bones located at the joint (see above) • how these muscle groups work isometrically and isotonicly (concentric/ eccentric). <p>The difference between concentric and eccentric (isotonic) contractions.</p>

3.1.1.2 The structure and functions of the cardio-respiratory system

Content	Additional information
The pathway of air	<p>Identification of the pathway of air (limited to):</p> <ul style="list-style-type: none"> • mouth/nose • trachea • bronchi • bronchioles • lungs • alveoli.

Content	Additional information
Gaseous exchange	<p>Gas exchange at the alveoli – features that assist in gaseous exchange:</p> <ul style="list-style-type: none"> • large surface area of alveoli • moist thin walls (one cell thick) • short distance for diffusion (short diffusion pathway) • lots of capillaries • large blood supply • movement of gas from high concentration to low concentration. <p>Oxygen combines with haemoglobin in the red blood cells to form oxyhaemoglobin. Students should also know that haemoglobin can carry carbon dioxide.</p>
Blood vessels	<p>Structure of arteries, capillaries and veins:</p> <ul style="list-style-type: none"> • size/diameter • wall thickness • valves in veins. <p>How the structure of each blood vessel relates to the function:</p> <ul style="list-style-type: none"> • carrying oxygenated/deoxygenated blood to/from the heart • gas exchange • blood pressure • redistribution of blood during exercise (vasoconstriction and vasodilation). <p>Students should be taught the names of the arteries and the veins associated with blood entering and leaving the heart.</p>
Structure of the heart	<p>Structure of the heart:</p> <ul style="list-style-type: none"> • atria (left and right atria) • ventricles (left and right ventricles).

Content	Additional information
The cardiac cycle and the pathway of the blood	<p>The order of the cardiac cycle, including diastole (filling) and systole (ejection) of the chambers. This starts from a specified chamber of the heart, eg the cardiac cycle starting at the right ventricle.</p> <p>Pathway of the blood:</p> <ul style="list-style-type: none"> • deoxygenated blood into right atrium • then into the right ventricle • the pulmonary artery then transports deoxygenated blood to the lungs • gas exchange occurs (blood is oxygenated) • pulmonary vein transports oxygenated blood back to the left atrium • then into the left ventricle • before oxygenated blood is ejected and transported to the body via the aorta. <p>Valve names are not required but students should be taught that valves open due to pressure and close to prevent backflow.</p>
Cardiac output, stroke volume and heart rate	<p>Cardiac output, stroke volume and heart rate, and the relationship between them.</p> <p>Cardiac output (Q) = stroke volume x heart rate.</p> <p>Students should be taught how to interpret heart rate graphs, including an anticipatory rise, and changes in intensity.</p>

Content	Additional information
Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing	<p>Inhaling (at rest) with reference to the roles of the:</p> <ul style="list-style-type: none"> • intercostals • rib cage • diaphragm. <p>Exhaling (at rest) with reference to the roles of the:</p> <ul style="list-style-type: none"> • intercostals • rib cage • diaphragm. <p>Lungs can expand more during exercise (inspiration) due to the use of pectorals and sternocleidomastoid. During exercise (expiration), the rib cage is pulled down quicker to force air out quicker due to use of the abdominal muscles.</p> <p>Changes in air pressure cause the inhalation and exhalation.</p>
Interpretation of a spirometer trace	<p>Identification of the following volumes on a spirometer trace and an understanding of how these may change from rest to exercise:</p> <ul style="list-style-type: none"> • tidal volume • expiratory reserve volume • inspiratory reserve volume • residual volume. <p>Interpretation and explanation of a spirometer trace (and continue a trace on paper) to reflect the difference in a trace between rest and the onset of exercise.</p>

3.1.1.3 Anaerobic and aerobic exercise

Content	Additional information
Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen)	<p>Definition of the terms:</p> <ul style="list-style-type: none"> • aerobic exercise • anaerobic exercise. <p>Summary of aerobic exercise (glucose + oxygen → energy + carbon dioxide + water).</p> <p>Summary of anaerobic exercise (glucose → energy + lactic acid).</p>

Content	Additional information
The use of aerobic and anaerobic exercise in practical examples of differing intensities	<p>Link practical examples of sporting situations to aerobic or anaerobic exercise.</p> <p>Identification of the duration and/or intensity of a physical activity in order to identify and justify why it would be aerobic or anaerobic, eg marathon (aerobic), sprint (anaerobic).</p>
Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid	<p>Definition of the term EPOC (oxygen debt).</p> <p>An understanding that EPOC (oxygen debt) is caused by anaerobic exercise (producing lactic acid) and requires the performer to maintain increased breathing rate after exercise to repay the debt.</p>
The recovery process from vigorous exercise	<p>The following methods to recover from exercise, including the reasons for their use:</p> <ul style="list-style-type: none"> • cool down – maintain elevated breathing rate/heart rate (blood flow), stretching, removal of lactic acid • manipulation of diet – rehydration, carbohydrates for energy • ice baths/massage – prevention of delayed onset muscle soreness (DOMS). <p>Students should be taught to evaluate the use of these methods, justifying their relevance to different sporting activities.</p>

3.1.1.4 The short and long term effects of exercise

Content	Additional information
Immediate effects of exercise (during exercise)	<ul style="list-style-type: none"> • hot/sweaty/red skin • increase in depth and frequency of breathing • increased heart rate.
Short-term effects of exercise (up to 36 hours after exercise)	<ul style="list-style-type: none"> • tiredness/fatigue • light headedness • nausea • aching/delayed onset muscle soreness (DOMS)/cramp.

Content	Additional information
Long-term effects of exercise (months and years of exercising)	<ul style="list-style-type: none"> • body shape may change • improvements in specific components of fitness • build muscle strength • improve muscular endurance • improve speed • improve suppleness • build cardio vascular endurance • improve stamina • increase in the size of the heart (hypertrophy) • lower resting heart rate (bradycardia). <p>Students should be taught the components of fitness to understand the long term effects of exercise.</p>

3.1.2 Movement analysis

Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement

Content	Additional information
First, second and third class lever systems within sporting examples	<p>Identification of first, second and third class lever systems.</p> <p>Basic drawings of the three classes of lever to illustrate the positioning of:</p> <ul style="list-style-type: none"> • fulcrum • load (resistance) • effort. <p>Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort.</p> <p>Students do not need to be taught to draw anatomical body parts but must be able to link the correct lever to a sporting movement or action.</p> <p>Interpretation of sporting movements or actions which involve flexion or extension of the elbow and/or knee, and plantar or dorsi-flexion at the ankle.</p>

Content	Additional information
Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems	<p>Label the effort arm and load/resistance arm on the three classes of lever.</p> <p>Mechanical advantage = effort arm ÷ weight (resistance) arm.</p> <p>Labelling of the effort arm and resistance arm on lever drawings, and interpretation of the mechanical advantage of that lever.</p>
Analysis of basic movements in sporting examples	<p>Types of movement:</p> <ul style="list-style-type: none"> • flexion/extension at the shoulder, elbow, hip and knee • abduction/adduction at the shoulder • rotation of the shoulder • circumduction of the shoulder • plantar flexion/dorsiflexion at the ankle. <p>This section links specific sporting actions to the types of movement. Applied anatomy and physiology (page 9) links the joint type to the type of movement only. This should include but not be limited to the following sporting actions:</p> <ul style="list-style-type: none"> • elbow action in push-ups/football throw in • hip, knee and ankle action in running, kicking, standing vertical jump, basic squats • shoulder action during cricket bowling (overarm rotation).

3.1.2.2 Planes and axes of movement

Content	Additional information
Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions	<p>Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) should be related to sporting actions. Teaching of these planes/axes should include but not be limited to the following sporting actions:</p> <ul style="list-style-type: none"> • front somersault/forward roll/running action • 360° twist (ice skating spin)/discus thrower rotating in circle effort • cartwheel.

3.1.3 Physical training

Students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.

3.1.3.1 The relationship between health and fitness and the role that exercise plays in both

Content	Additional information
Health and fitness	Definitions of health and fitness.
The relationship between health and fitness	<p>Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness.</p> <p>Increased fitness despite ill health, ie unhealthy but able to train, increases fitness.</p>

3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved

Content	Additional information
The components of fitness	<p>Definitions of the following components of fitness:</p> <ul style="list-style-type: none"> • agility • balance • cardiovascular endurance (aerobic power) • coordination • flexibility • muscular endurance • power/explosive strength (anaerobic power) • reaction time • strength (maximal, static, dynamic and explosive) • speed.
Linking sports and physical activity to the required components of fitness	Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports.

Content	Additional information
Reasons for and limitations of fitness testing	<p>Reasons for fitness testing:</p> <ul style="list-style-type: none">• to identify strengths and/or weaknesses in a performance/the success of a training programme• to monitor improvement• to show a starting level of fitness• to inform training requirements• to compare against norms of the group/national averages• to motivate/set goals• to provide variety in a training programme. <p>Limitations of fitness testing:</p> <ul style="list-style-type: none">• tests are often not sport specific/too general• they do not replicate movements of activity• they do not replicate competitive conditions required in sports• many do not use direct measuring/sub-maximal – therefore inaccurate/some need motivation/some have questionable reliability• they must be carried out with the correct procedures to increase validity.

Content	Additional information
Measuring the components of fitness	<p>Knowledge of the main procedures of the tests used to measure the following components of fitness:</p> <ul style="list-style-type: none"> • agility – Illinois Agility Test • balance – Stork Stand Test • cardiovascular endurance (aerobic power) – Multi Stage Fitness Test • coordination – Wall Toss Test • flexibility – Sit and Reach Test • muscular endurance – Sit-Up Bleep Test • power/explosive strength (anaerobic power) – Vertical Jump Test • reaction time – Ruler Drop Test • maximal strength – One Rep Max Test • speed – 30 Metre Sprint Test • strength – Handgrip Dynamometer Test. <p>Testing procedures refers to 'how each test is carried out' and includes reference to how the test is organised (when applicable) in relation to the following:</p> <ul style="list-style-type: none"> • the facilities and the equipment needed to set it up • the procedures that have to be followed – the tasks and the rules • the measurements that are used to score the performance • the way conclusions are drawn from the scores/results. <p>Evaluate whether or not these tests are relevant to performers in different sporting activities.</p>
Demonstration of how data is collected for fitness testing	<p>Understanding of how test scores are measured/recorded (eg in seconds, levels, centimeters, numbers). Definitions of the terms qualitative and quantitative, in relation to the collection of fitness testing data. Understanding that the quantitative data collected during fitness testing can be compared to national averages.</p>

3.1.3.3 The principles of training and their application to personal exercise/training programmes

Content	Additional information
The principles of training and overload	<p>Key principles of training.</p> <p>SPORT to include:</p> <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • tedium. <p>Key principles of overload.</p> <p>FITT to include:</p> <ul style="list-style-type: none"> • frequency • intensity • time • type. <p>Students should be taught the terms and what they mean.</p>
Application of the principles of training	<p>How the principles of training can be applied to bring about improvements in fitness.</p> <p>Application of the principles to sporting examples.</p>

Content	Additional information
Types of training	<p>Understand the distinctions between different types of training.</p> <p>Circuit training – consider space available, equipment available, number of circuit stations, work:rest ratio, the content/demand of the circuit can be altered in order to improve different components of fitness.</p> <p>Continuous training – sustained exercise at a constant rate (steady state) without rests, involving aerobic demand for a minimum of 20 minutes, eg running, swimming, rowing, cycling.</p> <p>Fartlek training – varying speed, terrain and work:recovery ratios.</p> <p>Interval training/high intensity interval training – periods of exercising hard, interspersed with periods of rest or low intensity exercise.</p> <p>Static stretching – a way to stretch to increase flexibility, held (isometric) for up to 30 seconds, using correct technique, advisable to avoid over stretching.</p> <p>Weight training – choice of weight/exercise depends on fitness aim, eg strength/power training or muscular endurance, the importance of safe practice/lifting technique, the need for spotters.</p> <p>Plyometric training – use of plyometric exercises, eg bounding, depth jumping, to increase power. Basic physiological understanding (eccentric contraction followed by larger concentric contraction).</p> <p>Any training (and practice) method must take account of the following:</p> <ul style="list-style-type: none"> • the training purpose(s), training thresholds/training targets/training zones (see calculating intensities below) • rest/recovery.

Content	Additional information
Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims	<p>The advantages and disadvantages (the effects on the body) of each type of training method stated above.</p> <p>Students should be taught to select and evaluate appropriate training methods for various (aerobic and anaerobic) fitness needs and make links to sporting activity, eg continuous training is fully appropriate to marathon runners.</p>

3.1.3.4 How to optimise training and prevent injury

Content	Additional information
Calculating intensities to optimise training effectiveness	<p>Definition of training threshold.</p> <p>Calculate the aerobic/anaerobic training zone:</p> <ul style="list-style-type: none"> • calculate maximum heart rate (220 minus age) • calculate aerobic training zone (60–80% of maximal heart rate) • calculate anaerobic training zone (80–90% of maximal heart rate). <p>For circuit training, altering the time/rest/content of the circuit will determine the fitness aim.</p> <p>How to calculate one repetition maximum (one rep max) as part of weight training and how to make use of one rep max, with reference to:</p> <ul style="list-style-type: none"> • strength/power training (high weight/low reps – above 70% of one rep max, approximately three sets of 4–8 reps) • muscular endurance (low weight/high reps – below 70% of one rep max, approximately three sets of 12–15 reps).

Content	Additional information
Considerations to prevent injury	<p>The training type/intensity should match the training purpose (eg aerobic or anaerobic).</p> <p>Where applicable, the following factors should be taken into account in order to prevent injury:</p> <ul style="list-style-type: none"> • a warm up should be completed • over training should be avoided, eg appropriate weight • appropriate clothing and footwear should be worn • taping/bracing should be used as necessary • hydration should be maintained • stretches should not be overstretched or bounce • technique used should be correct, eg lifting technique • appropriate rest in between sessions to allow for recovery.
Specific training techniques – high altitude training as a form of aerobic training	<p>How high altitude training is carried out:</p> <ul style="list-style-type: none"> • train at high altitude • there is less oxygen in the air and oxygen carrying capacity is reduced • the body compensates by making more red blood cells to carry oxygen. <p>Students should be taught to evaluate the benefits and the limitations of altitude training for different sports performers.</p> <p>Students do not need to be taught how to calculate intensities for altitude training.</p>

Content	Additional information
Seasonal aspects	<p>Names of the three training seasons:</p> <ul style="list-style-type: none">• pre-season/preparation• competition/peak/playing season• post-season/transition. <p>An understanding of what each of the seasons entails (aims):</p> <ul style="list-style-type: none">• pre-season/preparation – general/aerobic fitness, specific fitness needs• competition/peak/playing season – maintain fitness levels, work on specific skills• post-season/transition – rest and light aerobic training to maintain a level of general fitness. <p>An understanding of the benefits of each season to the performer.</p> <p>Students should be taught to apply and justify the characteristics of the seasonal aspects to different sporting activities.</p>

3.1.3.5 Effective use of warm up and cool down

Content	Additional information
Warming up and cooling down	<p>The constituent parts of warming up and cooling down.</p> <p>Warming up should include:</p> <ul style="list-style-type: none"> • gradual pulse-raising activity • stretching • skill based practices/familiarisation • mental preparation • increase amount of oxygen to the working muscles. <p>Cooling down should include:</p> <ul style="list-style-type: none"> • maintaining elevated breathing and heart rate, eg walk, jog • gradual reduction in intensity • stretching. <p>Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.</p> <p>The benefits of warming up:</p> <ul style="list-style-type: none"> • effect on body temperature • range of movement increased • gradual increase of effort to full pace • psychological preparation • practice of movement skills through the whole range of movement • injury prevention. <p>The benefits of cooling down:</p> <ul style="list-style-type: none"> • allowing the body to recover • the removal of lactic acid/CO₂/waste products • prevent (delayed onset) muscle soreness/ DOMS.

3.1.4 Use of data

Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.

3.1.4.1 Demonstrate an understanding of how data are collected – both qualitative and quantitative

Content	Additional information
Quantitative data	Quantitative data deals with numbers.
Methods for collecting quantitative data	<ul style="list-style-type: none"> • Questionnaires. • Surveys.
Qualitative data	Qualitative data deals with descriptions.
Methods for collecting qualitative data	<ul style="list-style-type: none"> • interviews. • observations.

3.1.4.2 Present data (including tables and graphs)

Content	Additional information
Presenting data	<p>How to present data in tables.</p> <p>How to plot basic:</p> <ul style="list-style-type: none"> • bar charts • line graphs. <p>How to label x and y axes on bar charts and line graphs.</p>

3.1.4.3 Analyse and evaluate data

Content	Additional information
Analysis and evaluation of data	<p>Interpretation of data presented in basic:</p> <ul style="list-style-type: none"> • tables • bar charts • line graphs • pie charts.

3.2 Socio-cultural influences and wellbeing in physical activity and sport

3.2.1 Sports psychology

Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.

3.2.1.1 Classification of skills (basic/complex, open/closed)

Content	Additional information
Skill and ability	Definitions of skill and ability.
Classifications of skill	<p>Basic definition of the following skill classifications:</p> <ul style="list-style-type: none"> • basic/complex • open/closed • self-paced/externally paced • gross/fine. <p>Students should be taught to choose and justify the appropriate classifications in relation to sporting examples.</p>
Definitions of types of goals	<p>Basic definitions of the following types of goals:</p> <ul style="list-style-type: none"> • performance goals (personal performance/no social comparison) • outcome goals (winning/result). <p>Appropriate performance and/or outcome targets for sporting examples.</p>

3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance

Content	Additional information
The use and evaluation of setting performance and outcome goals in sporting examples	<p>Performance and outcome goals can be combined. However, it is generally accepted that outcome goals should be avoided as they rely on factors that cannot be controlled, eg other performers.</p> <p>Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.</p>
The use of SMART targets to improve and/or optimise performance	<p>SMART targets of goal setting are:</p> <ul style="list-style-type: none"> • specific • measureable • accepted • realistic • time bound.

3.2.1.3 Basic information processing

Content	Additional information
Basic information processing model	<p>The role of each stage (input, decision making, output and feedback) of the model.</p> <p>Input – information from the display (senses), selective attention.</p> <p>Decision making – selection of appropriate response from memory. The role of long term and short term memory.</p> <p>Output – information sent to muscles to carry out the response.</p> <p>Feedback – received via self (intrinsic) and/or others (extrinsic).</p> <p>Draw (in a box format) and/or explain the stages of a basic model of information processing.</p> <p>Students should be taught to apply the basic information processing model to skills from sporting examples.</p>

3.2.1.4 Guidance and feedback on performance

Content	Additional information
Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers	<p>Evaluation of the use of the following types of guidance with specific links to:</p> <ul style="list-style-type: none"> • visual (seeing) • verbal (hearing) • manual (assist movement – physical) • mechanical (use of objects/aids). <p>Students need to be taught to be able to choose and justify which types of guidance are appropriate for beginners and/or elite level performers. This should include examples of how the guidance can be given, eg visual via demonstration.</p>

Content	Additional information
Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers	<p>Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers:</p> <ul style="list-style-type: none"> • positive/negative • knowledge of results/knowledge of performance • extrinsic/intrinsic. <p>Students need to be taught what each type of feedback entails and be able to choose and justify which types of feedback are appropriate for a beginners and/or an elite level performers.</p>

3.2.1.5 Mental preparation for performance

Content	Additional information
Arousal	Definition of arousal.
Inverted-U theory	<p>The shape of the 'inverted-U' placed appropriately in a graph depicting y axis (performance level – low to high) and x axis (arousal level – low to high).</p> <p>Students should be taught to draw an inverted-U graph with both x and y axis appropriately labelled.</p> <p>Describe the inverted-U graph.</p> <p>The relationship between arousal level and performance level, eg when under aroused, performance level is low/under or over arousal causing low performance levels.</p>
How optimal arousal levels vary according to the skill being performed in a physical activity or sport	<p>Link appropriate arousal level (high/low) to gross/fine skills in sporting actions.</p> <p>Link skills (not sports) to an appropriate arousal level, eg a tackle in rugby will need a high arousal level.</p>
How arousal can be controlled using stress management techniques before or during a sporting performance	<p>Knowledge of the following stress management techniques:</p> <ul style="list-style-type: none"> • deep breathing • mental rehearsal/visualisation/imagery • positive self talk. <p>Students should be taught to explain how these techniques are carried out, using sporting examples.</p>

Content	Additional information
Understand the difference between direct and indirect aggression with application to specific sporting examples	<p>Definition of direct and indirect aggression.</p> <p>Students should be taught to know the meaning of the terms direct and indirect aggression, and be able to suggest examples of direct/indirect aggression in sport.</p>
Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types	<p>Characteristics of an introvert:</p> <ul style="list-style-type: none"> • shy/quiet • thoughtful • enjoy being on their own. <p>Tend to play individual sports when:</p> <ul style="list-style-type: none"> • concentration/precision (fine skill) is required • low arousal is required. <p>Characteristics of an extrovert:</p> <ul style="list-style-type: none"> • enjoy interaction with others/sociable/aroused by others • enthusiastic/talkative • prone to boredom when isolated/by themselves. <p>Tend to play team sports when:</p> <ul style="list-style-type: none"> • there is a fast pace • concentration may need to be low • gross skills are used.
Definition of intrinsic and extrinsic motivation, as used in sporting examples	<p>Intrinsic is from within – for pride/self-satisfaction/personal achievement.</p> <p>Extrinsic is:</p> <ul style="list-style-type: none"> • from another source/person • tangible – certificates/trophies, medals • intangible – praise/feedback/applause. <p>Students should be taught to explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.</p>

Content	Additional information
Evaluation of the merits of intrinsic and extrinsic motivation in sport	Intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. Performer can become reliant on extrinsic. Intrinsic is more likely to lead to continued effort and participation. Extrinsic rewards may result in feelings of pride/self-satisfaction.

3.2.2 Socio-cultural influences

Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.

3.2.2.1 Engagement patterns of different social groups in physical activity and sport

Content	Additional information
Engagement patterns of different social groups and the factors affecting participation	<p>Engagement patterns in physical activity and sport can differ between different social groups.</p> <p>Understand factors that contribute to engagement patterns in the following social groups:</p> <ul style="list-style-type: none"> • gender • race/religion/culture • age • family/friends/peers • disability. <p>Students should be taught to make justifiable links between the following factors and their relevance to engagement patterns of the groups above:</p> <ul style="list-style-type: none"> • attitudes • role models • accessibility (to facilities/clubs/activities) • media coverage • sexism/stereotyping • culture/religion/religious festivals • family commitments • available leisure time • familiarity • education • socio-economic factors/disposable income • adaptability/inclusiveness.

3.2.2.2 Commercialisation of physical activity and sport

Content	Additional information
Commercialisation	<p>Definition of commercialisation.</p> <p>The relationship between sport, sponsorship and the media.</p>

Content	Additional information
Types of sponsorship and the media	<p>Definitions of sponsorship and the media.</p> <p>Types of sponsorship:</p> <ul style="list-style-type: none"> • financial • clothing and equipment, including footwear • facilities. <p>Types of media:</p> <ul style="list-style-type: none"> • television • radio • the press • the internet • social media.
Positive and negative impacts of sponsorship and the media	<p>The positive and the negative impacts of commercialised activity (sponsorship and the media) on the following:</p> <ul style="list-style-type: none"> • performer • sport • official • audience/spectator • sponsor/company. <p>Students should be taught to justify why the impact is positive and/or negative.</p>
Positive and negative impacts of technology	<p>The positive and the negative impacts of technology on the following:</p> <ul style="list-style-type: none"> • performer • sport • official • audience/spectator • sponsor/company. <p>Students should be taught to justify why the impact is positive and/or negative.</p> <p>Teaching should make students aware of examples of technology used in sport (eg Hawkeye, Television Match Official). However, the focus should be on technology generically, not on specific types of technology (eg Hawkeye, Television Match Official).</p>

3.2.2.3 Ethical and socio-cultural issues in physical activity and sport

Content	Additional information
Conduct of performers	<p>Definitions of the following terms:</p> <ul style="list-style-type: none"> • etiquette • sportsmanship • gamesmanship • contract to compete. <p>Students should be taught sporting examples of these terms.</p>
Prohibited substances	<p>Categories of prohibited substances, including the basic positive effects and negative side effects:</p> <ul style="list-style-type: none"> • stimulants • narcotic analgesics • anabolic agents • peptide hormones (EPO) • diuretics.
Prohibited methods (blood doping)	<p>How blood doping occurs and the effects/side effects of doing it.</p> <p>Blood doping involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injected just before competition.</p> <p>Students should be taught how blood doping leads to increased red blood cell count and be able to evaluate which types of sporting performers this could benefit.</p> <p>Side effects can be:</p> <ul style="list-style-type: none"> • thickening of blood (viscosity) • potential infection • potential for heart attack • embolism (blockage of vessel).

Content	Additional information
Drugs subject to certain restrictions (beta blockers)	<p>Beta blockers are taken to:</p> <ul style="list-style-type: none"> • reduce heart rate, muscle tension and blood pressure • reduce the effects of adrenaline • improve fine control/preciseness. <p>Side effects can lead to:</p> <ul style="list-style-type: none"> • nausea • weakness • heart problems. <p>Beta blockers should be prescribed by a medical professional.</p>
Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples	<p>Stimulants – alertness</p> <p>Narcotic analgesics – pain killers from over training</p> <p>Anabolic agents – muscle mass</p> <p>Diuretics – lose weight</p> <p>Peptide hormones – oxygen carrying capacity</p> <p>Blood doping – oxygen carrying capacity</p> <p>Beta blockers – for fine motor control</p> <p>Students should be taught to understand in which sports performers may decide to use PEDs, with examples.</p>
The advantages and disadvantages for the performer of taking PEDs	<p>Advantages include:</p> <ul style="list-style-type: none"> • increased chances of success • fame • wealth • level playing field. <p>Disadvantages include:</p> <ul style="list-style-type: none"> • cheating/immoral • associated health risks • fines • bans • reputational damage.
The disadvantages to the sport/event of performers taking PEDs	<p>Disadvantages include:</p> <ul style="list-style-type: none"> • reputation • credibility.

Content	Additional information
Spectator behaviour (the positive and the negative effects of spectators at events)	<p>The positive influence of spectators at matches/events:</p> <ul style="list-style-type: none"> • creation of atmosphere • home-field advantage (for home team/ individuals). <p>The negative influence of spectators at matches/events:</p> <ul style="list-style-type: none"> • negative effect on performance as a result of increased pressure • potential for crowd trouble/hooliganism • safety costs/concerns • negative effect on participation numbers amongst younger performers.
Reasons why hooliganism occurs	<p>Reasons for hooliganism:</p> <ul style="list-style-type: none"> • rivalries • hype • fuelled by alcohol/drugs • gang culture • frustration (eg at official's decisions) • display of masculinity.
Strategies employed to combat hooliganism/ spectator behaviour	<p>Strategies include:</p> <ul style="list-style-type: none"> • early kick-offs • all-seater stadia • segregation of fans • improved security • alcohol restrictions • travel restrictions/banning orders • education/promotional activity/campaigns and high profile endorsements. <p>Students should be taught to evaluate the effectiveness of these strategies, eg high costs of security versus safety of spectators.</p>

3.2.3 Health, fitness and wellbeing

Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.

3.2.3.1 Physical, emotional and social health, fitness and wellbeing

Content	Additional information
Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people	<p>Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, wellbeing and fitness.</p> <p>Physical health and wellbeing:</p> <ul style="list-style-type: none"> • improves heart function • improves efficiency of the body systems • reduces the risk of some illness • able to do everyday tasks • to avoid obesity. <p>Mental health and wellbeing:</p> <ul style="list-style-type: none"> • reduces stress/tension • release of feel good hormones (serotonin) • able to control emotions. <p>Social health and wellbeing:</p> <ul style="list-style-type: none"> • opportunities to socialise/make friends • cooperation • teamwork • have essential human needs (food, shelter, clothing). <p>Fitness:</p> <ul style="list-style-type: none"> • improves fitness • reduces the chances of injury • can aid in the physical ability to work, eg on your feet all day/manual labour.

3.2.3.2 The consequences of a sedentary lifestyle

Content	Additional information
The consequences of a sedentary lifestyle	<p>Definitions of sedentary and lifestyle.</p> <p>Possible consequences of a sedentary lifestyle:</p> <ul style="list-style-type: none"> • weight gain/obesity • heart disease • hypertension • diabetes • poor sleep • poor self-esteem • lethargy.

Content	Additional information
Obesity and how it may affect performance in physical activity and sport	<p>Definition of obesity.</p> <p>Obesity and how it may affect performance in physical activity and sport:</p> <ul style="list-style-type: none"> • limits stamina/cardiovascular endurance • limits flexibility • limits agility • limits speed/power. <p>Causes ill health (physical):</p> <ul style="list-style-type: none"> • cancer • heart disease/heart attacks • diabetes • high cholesterol. <p>Causes ill health (mental):</p> <ul style="list-style-type: none"> • depression • loss of confidence. <p>Causes ill health (social):</p> <ul style="list-style-type: none"> • inability to socialise • inability to leave home.
Somatotypes	<p>Definitions of the following body types:</p> <ul style="list-style-type: none"> • endomorph • mesomorph • ectomorph. <p>Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice.</p>

3.2.3.3 Energy use, diet, nutrition and hydration

Content	Additional information
Energy use	<p>Energy is measured in calories (Kcal) and is obtained from the food we eat.</p> <p>The average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/day but this is dependent upon:</p> <ul style="list-style-type: none"> • age • gender • height • energy expenditure (exercise).

Content	Additional information
Nutrition – reasons for having balanced diet	<p>There is no single food that contains all the nutrients the body needs.</p> <p>A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals required.</p> <p>The reasons for a balanced diet:</p> <ul style="list-style-type: none"> • unused energy is stored as fat, which could cause obesity (particularly saturated fat) • suitable energy can be available for activity • the body needs nutrients for energy, growth and hydration.
Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals	<p>A balanced diet contains 55–60% carbohydrate, 25–30% fat, 15–20% protein.</p> <p>Carbohydrates are the main and preferred energy source for all types of exercise, of all intensities.</p> <p>Fat is also an energy source. It provides more energy than carbohydrates but only at low intensity.</p> <p>Protein is for growth and repair of muscle tissue.</p> <p>Vitamins and minerals are for maintaining the efficient working of the body systems and general health.</p> <p>Students do not need to be taught about specific vitamins and minerals.</p>

Content	Additional information
Reasons for maintaining water balance (hydration)	<p>Definition of dehydration.</p> <p>Water balance (hydration) prevents dehydration.</p> <p>Dehydration results in:</p> <ul style="list-style-type: none">• blood thickening (increased viscosity), which slows blood flow• increases in heart rate/heart has to work harder/irregular heart rate (rhythm)• increase in body temperature/overheat• slowing of reactions/increased reaction time/poorer decisions• muscle fatigue/cramps. <p>Students should be taught to understand and evaluate the consequences of dehydration to performance in different sporting activities.</p>

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Physical Education include questions that allow students to demonstrate their ability to:

- draw together their skills, knowledge and understanding from across the full course of study
- demonstrate their understanding of the relationships between theory and practice
- provide extended responses.

For example, Papers 1 and 2 contain extended response questions. An extended response is evidence of sufficient length to allow students to demonstrate their ability to construct and develop a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to:

- be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways
- develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Physical Education specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Assessment objective weightings for GCSE Physical Education

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	13	12	0	25
AO2	10	10	0	20
AO3	7	8	0	15
AO4	0	0	40	40
Overall weighting of components	30	30	40	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
The human body and movement in physical activity and sport	78	1	78
Socio-cultural influences and well-being in physical activity and sport	78	1	78
Practical performance in physical activity and sport	100	1.04	104
Total scaled mark			260

4.4 Non-exam assessment (NEA): Practical performance in physical activity and sport

The non-exam assessment (NEA) aspect of this course requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques outlined below. This aspect of the specification requires students to:

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:
 - applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
 - showing awareness of, and responding to, the actions of other player(s)/performer(s)
 - communicating effectively with other player(s)/performer(s)
 - demonstrating their individual role in achieving the collective outcome.

Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.

There are two aspects to the NEA:

1. performance assessment (practical performance)
2. performance analysis assessment (analysis and evaluation).

Performance assessment (practical performance) – 75 marks

Students are required to be assessed in three different activities in the role of player/performer only.

One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

Students can only be assessed in activities identified in our specification, which are those stipulated in the Department for Education's *GCSE PE activity list*. Students cannot be assessed in any other activity.

Students can only be assessed once in any activity, including where an activity is included in both the individual activity list and the team activity list. Eg they may not be assessed in both doubles tennis and singles tennis.

Students are required to be assessed on their skills in progressive drills (Part 1) and in the full context (Part 2) for each of their three activities.

Students must be assessed using the specified criteria for each activity. They must be assessed holistically on their overall performance for Part 1 (skills) and for Part 2 (full context) using the levels of response mark schemes provided for each activity.

Students' performances should be marked at the level at which they can perform consistently, so that they are able to replicate that level during moderation.

Part 1 – Skills (10 marks per activity)

Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their **three** chosen activities. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in the full context of the activity.

Students will be assessed holistically based on the overall performance of all of the core skills/techniques listed for each activity, in increasingly demanding, progressive and competitive drills.

Schools and colleges are reminded that students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others.

The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole.

Students will be assessed using the levels of response grids provided for each activity.

Part 2 – Full context (15 marks per activity)

Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their **three** chosen activities.

Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity.

Students must adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others.

The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole.

Students must be assessed using the levels of response grids provided for each activity.

Team activity list

Activity	Comments/restrictions
Association football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles badminton.
Basketball	

Activity	Comments/restrictions
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Can only be used for one activity.
Gaelic football	
Handball	
Hockey	Must be field hockey. Cannot be assessed as ice hockey or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby.
Squash	Cannot be assessed with singles squash.
Table tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles tennis.
Volleyball	

Individual activity list

Activity	Comments/restrictions
Amateur boxing	
Athletics	

Activity	Comments/restrictions
Badminton	Cannot be assessed with doubles badminton.
Canoeing/kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.
Cycling	Track (indoor/ outdoor) or road cycling only. Cannot be assessed in track cycling and in road cycling.
Dance	Can only be used for one activity. Cannot be assessed with rhythmic gymnastics
Diving	Platform diving only.
Golf	
Gymnastics	Floor routines and apparatus/specialism only. Can only be used for one activity. Students choosing rhythmic as their specialism cannot also be assessed in dance.
Equestrian	
Rock climbing	Can be indoor or outdoor climbing.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.
Squash	Cannot be assessed with doubles squash.

Activity	Comments/restrictions
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table tennis	Cannot be assessed with doubles table tennis.
Tennis	Cannot be assessed with doubles tennis.
Trampolining	

Disability/specialist activities

A number of specialist activities are included in this specification in line with the Department for Education's (DfE) *GCSE activity list for physical education*. DfE and Ofqual have agreed that the awarding organisations can jointly consider additions to the permitted activities for reasons of accessibility and inclusion on a periodic basis. The use of these activities for assessment is dependent upon the student(s) in question meeting the classification requirements for the activities, as stipulated by the relevant governing body. Students without a disability cannot be assessed in these activities.

Adaptations and reasonable adjustments to activities

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

Specialist team activity list

Activity	Comments/restrictions
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

Specialist individual activity list

Activity	Comments/restrictions
Boccia	
Polybat	

Offsite activities

Schools and colleges are required to provide audio-visual evidence of student performances in all activities undertaken outside their direct supervision and/or that cannot be replicated at a live moderation visit. The audio-visual evidence must clearly show how the student has met the criteria set out in the specification and the marks awarded. This evidence must be available for moderation.

Health and safety

All schools and colleges must be fully aware of the recommended safety procedures as laid down by the governing body for that sporting activity and as recommended by the Association for Physical Education (AfPE). Schools and colleges are reminded that students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others.

Activities criteria

Students must be assessed using the specified criteria for each activity and the levels of response mark schemes provided for each activity.

Schools and colleges are reminded that students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others.

The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance as a whole.

Amateur boxing

1. Jabs.
2. Hooks – left and right.
3. Uppercut.
4. Straight – left and right.
5. Ring work/evasion skills, including defensive guard.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive boxing bout.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive boxing bout 3 x 2 minute rounds, 4 x 2 minute rounds or 3 x 3 minute rounds (males only), demonstrating the appropriate skills against a suitably challenging opponent.

All boxers need to follow the appropriate medical and safety guidelines, as required by England Boxing. An appropriately qualified adult must supervise the bout.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent. The student's contribution is highly effective, significant and sustained for almost all of the bout. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in the bout. The application of skill is fully appropriate to the positioning of their opponent. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the bout. The student maintains technique, accuracy and consistency in the performance of all skills in the bout. The application of skill is usually appropriate to the position of their opponent, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the bout. There may be significant lapses. The student maintains technique and accuracy in the performance of most skills in the bout but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent. The student's contribution is evident within the bout but only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in the bout but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent. The student's contribution is evident within the bout but is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in the bout. The application of skill is rarely appropriate to the position of their opponent. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Association football

Students cannot be assessed in five-a-side football or futsal.

Outfield	Goalkeeper
<ol style="list-style-type: none"> 1. Passing/receiving – either foot. 2. Dribbling/moving with the ball – either foot. 3. Shooting - at goal OR wing play and crossing for attackers OR playing a through ball to attackers. 4. Heading. 5. Tackling, jockeying, closing down and marking. 	<ol style="list-style-type: none"> 1. Receiving and distributing – either foot/hand. 2. Kicking – from hand and dead ball. 3. Shot stopping. 4. Taking ball at opponent's feet. 5. Taking crosses and punching.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (11 versus 11) association football match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive association football match (11 versus 11), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Athletics

Track	Jumps	Throws
<ol style="list-style-type: none"> Starts/finishes. Arm action – effectiveness and consistency. Leg action to create appropriate pace – consistency and/or change of pace. 	<ol style="list-style-type: none"> Run-up/speed. Take-off. Flight and landing. 	<ol style="list-style-type: none"> Grip, stance and preparation to throw. Movement into throwing action. Release, follow-through and recovery.

Students should be assessed in **two** separate athletic events. These could be from **two** different groups from the table below, for example a sprint and a jump, or two from the same group, for example shot put and discus.

Group 1 – track (sprint)	Group 2 – track (middle)	Group 3 – track (hurdles)
60 m (indoor)	800 m	80 m hurdles (girls)
100m		
200 m	1 500 m	100 m hurdles (boys)
300 m (girls)	Steeplechase	300 m hurdles (girls)
400 m (boys)		400 m hurdles (boys)

Group 4 – track (long distance)	Group 5 – jumps	Group 6 – throws
3,000 m	High jump	Shot put
Cross-country running/fell running/parkrun	Long jump	Discus

Group 4 – track (long distance)	Group 5 – jumps	Group 6 – throws
	Triple jump	Javelin
	Pole vault	Hammer

Students cannot be assessed in a relay event.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure/intensity and incorporate direct competition in conditioned drills, for example sprint start only in isolation, include the drive phase, incorporate full speed, add some competition out of the blocks or in the long jump take off, start with short run up, longer run up, incorporate speed, add competition. This must not be in a fully competitive athletic competition.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices in both chosen events. The student is consistently effective in applying their technique in both events, even when faced with more pressure and direct competition. When performing both chosen events, there are very few errors in technique and the student is adaptive when faced with progressively challenging situations, eg can increase pace/intensity/power when necessary. They have an extremely high level of appropriate fitness for both chosen events and almost always produce the intended results/accuracy.
4	7–8	The quality of technique is largely maintained for all skills and throughout all practices in both events, but starts to deteriorate in the most challenging practices. The student is effective in applying their technique in both chosen events, although consistency may start to deteriorate when faced with more pressure and direct competition. When performing both events, there are occasional minor errors in technique but the student is largely adaptive when faced with progressively challenging situations, eg can increase pace/intensity/power when necessary. They have a high level of appropriate fitness for both events and regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills and throughout most practices in both events, but starts to deteriorate in the most challenging practices, particularly for one event. The student shows some effectiveness in applying their technique in both chosen events, although consistency may start to deteriorate in one event in particular when faced with more pressure and direct competition. When performing both events, there are minor errors in technique but the student is largely adaptive in one event when faced with progressively challenging situations, eg can increase pace/intensity/power some of the time. They have developed some appropriate fitness for both events and sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices for both events. The student is occasionally effective in both or either event, but consistency in both events deteriorates when faced with more pressure and direct competition. There may be frequent errors in both events and the student is only occasionally adaptive when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary. They occasionally produce the intended results/accuracy in both/ either event.
1	1–2	The quality of technique is maintained for few skills in both events and often deteriorates in the most challenging practices. The student is generally ineffective in both events and consistency deteriorates when faced with more pressure and direct competition. There are likely to be frequent errors in both events and the student may be unable to adapt when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary. They may not produce the intended results/accuracy in either event.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform both events in a fully competitive meet. This should involve direct objectively measured competitors. The events can be assessed through competitive athletics at school or at club level (or higher). Students should demonstrate their ability in both events against suitably challenging opponents.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise their performance in both events, achieving very high results. The student's contribution during both events is highly effective and suitably sustained throughout both competitions. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in both events. The application of skill is fully appropriate to the demands of both events. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in maximising their performance to excel against other very high ability competitors.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to maximise their performance in both events, with only minor lapses. They achieve a high level of results. The student's contribution in both events is usually effective and significant and is sustained for the majority of both competitions. The student maintains technique, accuracy and consistency in the performance of all skills in both competitions. The application of skill is usually appropriate to the demands of both events, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often maximising their potential to excel against other high ability competitors.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in one event in particular and they are occasionally not relevant to maximise performance and result. The student's contribution is sometimes effective and significant but it is not entirely sustained in both events. There may be significant lapses. The student maintains technique and accuracy in the performance of most skills in both events but it is not always consistent for one event in particular. The application of skill is not consistently appropriate to the demands of both events. The student demonstrates some ability to select and apply appropriate skills, sometimes maximising their potential, though there may be some obvious areas of weakness in one event. They succeed against good, but not high ability performers.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses in one/both events and inconsistencies in their relevance to maximise performance and result. The student's contribution is evident within both events but only occasionally effective or significant for both. The student shows some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses in both events. The application of skill is only occasionally appropriate to the demands of either event. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally maximises potential in either event. They find success difficult against proficient performers.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to maximise potential in either event with limited results. The student's contribution is evident within both events but is seldom effective or significant for either. The student shows only limited technique and accuracy in the performance of a few skills in both events. The application of skill is rarely appropriate to meet the demands of either event. The student demonstrates only very limited ability to select and apply appropriate skills, rarely maximising potential in either event or against even lower level performers.
0	0	Nothing worthy of credit.

Badminton

Students can be assessed in singles format or in doubles format. They cannot be assessed in both badminton singles and in badminton doubles.

1. Service – high, low, flick (forehand or backhand).
2. Overhead – clear, drop (forehand and backhand where appropriate).
3. Underarm – clear, drive, drop (forehand and backhand where appropriate).
4. Net play.
5. Smash.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of badminton.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations, maintaining quick and effective footwork. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of badminton (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent(s). The student's contribution is highly effective, significant and sustained for almost all of the game. They maintain quick and effective footwork. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent(s). The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent(s), while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student's contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Basketball

1. Dribbling – using both hands, change of pace and direction.
2. Passing – chest, javelin, bounce, overhead, use of the fake.
3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.
4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake.
5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (5 versus 5) basketball match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive basketball match (5 versus 5), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Camogie

Students being assessed in camogie cannot also be assessed in hurling.

1. Passing/receiving/hand pass/solo run.
2. Catching – body catch and high catch.
3. Striking – ground strike, striking from the hand.
4. Lifts – roll and jab lift, moving and stationary sliotars.
5. Challenging attackers/blocking – ground block, hooking, overhead block.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (15 versus 15) camogie match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive camogie match (15 versus 15), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Canoeing/kayaking (slalom)

Students cannot be assessed in both canoeing and kayaking. Students being assessed in canoeing/kayaking (slalom) cannot also be assessed in canoeing/kayaking (sprint), rowing or sculling.

1. Paddling forward and using sweep.
2. Breaking in and out – using bow rudder and stern rudder (upstream gate).
3. Ferry glide – forward and reverse spin.
4. Negotiating and use of currents and water features – stoppers, standing, waves.
5. Support strokes – high brace and low brace.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase speed and incorporate further difficulty with gates. This must not be in a fully competitive slalom run.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with speed and gates, decision making in relation to when to perform the skill and at what angle is consistently effective. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with speed and gates, decision making is usually effective in relation to when to perform the skill and at what angle. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but sometimes deteriorates in the most challenging practices. When faced with speed and gates, the effectiveness of decision making is inconsistent. The student makes more effective decisions at slightly slower speeds and on easier gates. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but usually deteriorates in the most challenging practices. When faced with speed and gates, decision making is only occasionally effective. They are significantly more proficient at slower speeds and easier gates. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They infrequently produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills and deteriorates in the most challenging practices. When faced with speed and gates, decision making may be ineffective. Any proficiency is shown at slow speed and on easier gates. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They rarely produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive slalom run against the clock and on appropriately challenging course. This should be on a slalom course with a minimum of 18 gates (green and red). The difficulty of the course chosen should be appropriate to the level of ability of the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to an appropriate line being chosen. The student's pace is highly effective, significant and sustained for almost all of the timed run. The student maintains a high level of technique, accuracy and consistency in the performance of all skills even on the most challenging parts of the course. The application of skill is fully appropriate to the position of the gates on the course. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in gaining an excellent time, while hardly ever losing control.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to choosing an appropriate line, with only minor lapses. The student's pace is usually effective and significant and is sustained for the majority of the course. The student maintains technique, accuracy and consistency in the performance of all skills on most of the more challenging parts of the course. The application of skill is usually appropriate to the gates, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often gaining a good time but occasionally losing control.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in the line chosen and they are occasionally not relevant to the demands of the course. The student's pace is sometimes effective and significant but it is not entirely sustained throughout the course, with the student losing speed during some turns. The student maintains technique and accuracy in the performance of most skills on the course but it is not always consistent on the most challenging parts. The application of skill is not consistently appropriate to the position of the gates. The student demonstrates some ability to select and apply appropriate skills, sometimes gaining a good time, though there may be some obvious areas of weakness and they can lose control.
2	4–6	The student shows some ability to make tactical and strategic decisions in the line chosen but there are significant weaknesses and inconsistencies in their relevance to the demands of the course. The student's pace is inconsistent throughout the run and only occasionally effective on the most challenging turns. The student shows some technique and accuracy in the performance of some skills on the course but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of the gates. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally gains a good time and frequently loses control.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions in the line chosen and they are seldom relevant to the demands of the course. The student's pace is generally slow and is seldom effective or significant when turning. The student shows only limited technique and accuracy in the performance of a few skills on the course. The application of skill is rarely appropriate to the position of the gates. The student demonstrates only very limited ability to select and apply appropriate skills, rarely gaining a good time and usually loses control.
0	0	Nothing worthy of credit.

Canoeing/kayaking (sprint)

Students cannot be assessed in both canoeing and kayaking. Students being assessed in canoeing/kayaking (sprint) cannot also be assessed in canoeing/kayaking (slalom), rowing or sculling.

1. Starts.
2. Paddling/strokes – preparatory position, power phase.
3. Change of pace/rate.
4. Finishes.
5. Recovery – refining the stroke, capsized.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the skills but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices in time with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors in technique (even at pace) and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices, resulting in marginal losses in timing with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors in technique (particularly at pace) but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices with obvious losses in timing with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors in technique (particularly at pace) and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices and timing with fellow canoeists/kayakers is regularly lost. When faced with opposition and changes of pace/rate, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors in technique as pace starts to increase and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills, often deteriorates in the most challenging practices and is seldom in time with fellow canoeists/kayakers. When faced with opposition and changes of pace/rate, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors in technique at all speeds and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive race, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer. The sprint should be over a distance appropriate to the age of the student.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of opposing boats. The student's contribution is highly effective, significant and sustained for almost all of the race, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within the race. The application of skill is fully appropriate to the position of other boats. The student demonstrates a high level of ability to select and apply the most appropriate pace/rate and is usually successful in executing pace/rate changes with their fellow canoeists/kayakers to outwit their opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of other boats, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the race, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the position of other boats, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate pace/rate and can be successful in executing pace/rate changes with their fellow canoeists/kayakers to often outwit opponents, only occasionally being outwitted themselves.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of other boats. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the race, with the student's contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the race but it is not always consistent. The application of skill is not consistently appropriate to the position of other boats. The student demonstrates some ability to select and apply appropriate pace/rate and can sometimes be successful in executing pace/rate changes with their canoeists/kayakers, sometimes outwitting opponents and although there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of other boats. The student's contribution is evident but only occasionally effective or sustained within the race due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other boats. The student occasionally demonstrates the ability to select and apply pace/rate changes, but only occasionally executes pace/rate changes in time with their fellow canoeists/kayakers, only occasionally outwitting opponents and often being outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of other boats. The student's contribution is limited, seldom effective or sustained during the race with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the race. The application of skill is rarely appropriate to the position of other boats. The student demonstrates only very limited ability to select and apply pace/rate changes, but rarely executes these changes in time with their fellow canoeists/kayakers, seldom outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Cricket

1. Batting (defensive) – front and back foot.
2. Batting (attacking) – front and back foot (drive, pull, hook, cut, sweep).
3. Bowling – medium pace or fast pace or spin (line, length, variation).

4. Catching in the field (from close, from distance) or catching as wicket keeper (standing up, standing back).
5. Throwing and ground fielding in the field (from close, from distance) or stumping and recovery work as a wicket keeper.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (11 versus 11) cricket match.

Students can choose to be a fielder or wicket keeper for skills 4 and 5 to suit their preferred position.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive cricket match (11 versus 11), demonstrating the skills appropriate to their chosen positions. Performers must choose two of the following roles for the purposes of assessment:

- bat
- bowl
- field/wicket keep.

The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the role being performed. The student's contribution is highly effective, significant and sustained for almost all of the game and all of their roles. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their role. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the role being performed, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game and all of their roles. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their role, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the role being performed. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their role. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the role being performed. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their role. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the role being performed. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their role. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Cycling (road)

Students being assessed in road cycling cannot also be assessed in track (indoor/outdoor) cycling. Time trialling is allowed with staggered starts (5 skills only).

1. Flat road technique/pace maintenance – in and out of saddle.
2. Ascending technique.
3. Descending technique (including braking).
4. Chain ganging (not appropriate for time trialling).
5. Cornering.
6. Sprinting.

All skills/techniques should incorporate the efficient use of gear changes.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the cyclist in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills through adding additional riders and increasing the pace. This must not be in a fully competitive race.

Level	Mark	Description
5	9–10	The quality of cycling technique is maintained for all skills and throughout all practices. When cycling with additional riders, decision making is consistently effective in both predetermined and more spontaneous situations. There are very few errors and the student is adaptive with their gear changes and chosen lines when faced with progressively challenging situations. They almost always produce the intended results/accuracy as a result of their excellent fitness level.
4	7–8	The quality of cycling technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with additional riders, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive with gear changes when faced with progressively challenging situations. They regularly produce the intended results/accuracy as a result of their good fitness level.
3	5–6	The quality of cycling technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with additional riders, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations with other riders. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy showing some level of fitness.
2	3–4	The quality of cycling technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with additional riders, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy, although their fitness level is not developed enough to maintain performance levels.

Level	Mark	Description
1	1–2	The quality of cycling technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with additional riders, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy, as a result of a distinctive lack of fitness.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive cycling race (at least 10 miles), demonstrating the appropriate skills against suitably challenging opponents and on a suitably challenging route/course/stage. The level of challenge should be taken into consideration when awarding marks.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (changes of pace/line/gear changes) almost always fully relevant to the position of other cyclists. The student's contribution is highly effective, significant and sustained for almost all of the race due to a very high level of strength endurance. The student maintains a high level of technical consistency in the performance of all skills during the race. The application of skill is fully appropriate to the positioning of other cyclists and takes into account wind conditions and the terrain effectively. The student demonstrates a high level of ability to select and apply the most appropriate cycling line and is usually successful in timing pace changes to outwit their opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (changes of pace/line/gear changes) usually relevant to the position of other cyclists, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the race due to a good level of strength endurance. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the positioning of other cyclists, though there may be some lapses whilst interpreting wind conditions and the terrain. The student demonstrates the ability to select and apply the most appropriate cycling line, often timing pace changes to outwit their opponents. They are occasionally outwitted by other riders.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (changes of pace/line/gear changes) but there may be some obvious weaknesses and they are occasionally not relevant to the position of other cyclists. The student's contribution is sometimes effective and significant but it is not entirely sustained for the whole race due to a slight lack of strength endurance. The student maintains technical consistency in the performance of most skills in race but not always consistently. The application of skill is not consistently appropriate to the position of other cyclists, with some obvious misinterpretation of wind conditions and the terrain. The student demonstrates some ability to select and apply an appropriate cycling line, sometimes timing pace changes to outwit their opponents. There may be some obvious areas of weakness and they will sometimes be outwitted themselves by other riders.
2	4–6	The student shows some ability to make tactical and strategic decisions (changes of pace/line/gear changes) but there are significant weaknesses and inconsistencies in their relevance to the position of other cyclists. The student's contribution is evident within the race but only occasionally effective or significant due to a lack of strength endurance. The student shows some technical consistency in the performance of some skills in the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other cyclists, with definite misinterpretation of wind conditions and the terrain. The student occasionally demonstrates the ability to select and apply an appropriate cycling line, but only occasionally times pace changes to outwit their opponents and is often outwitted by other riders.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (changes of pace/line/gear changes) and they are seldom relevant to the position of other cyclists. The student's contribution is evident within the race but is seldom effective or significant. Strength endurance is a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills in the race. The application of skill is rarely appropriate to the position of cyclists and they regularly misinterpret wind conditions and terrain. The student demonstrates only very limited ability to select and apply an appropriate cycling line, rarely timing pace changes to outwit their opponents and usually being outwitted by other riders.
0	0	Nothing worthy of credit.

Cycling (track)

Students being assessed in track (indoor/outdoor) cycling cannot also be assessed in road cycling.

1. Starts – standing.
2. Sprint finish.
3. Track position – use of various coloured lines.
4. Chain ganging/riding in a group.
5. Basic riding technique – in and out of the saddle.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the cyclist in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills through adding additional riders and increasing the pace. This must not be in a fully competitive race.

Level	Mark	Description
5	9–10	The quality of cycling technique is maintained for all skills and throughout all practices. When cycling with additional riders, decision making is consistently effective in both predetermined and more spontaneous situations. There are very few errors and the student is adaptive when choosing their cycling line when faced with progressively challenging situations. They almost always produce the intended results/accuracy as a result of their excellent appropriate fitness level.
4	7–8	The quality of cycling technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with additional riders, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive in choosing their cycling line when faced with progressively challenging situations. They regularly produce the intended results/accuracy as a result of their good fitness level.
3	5–6	The quality of cycling technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with additional riders, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is only sometimes adaptive in choosing their cycling line when faced with progressively challenging situations. They sometimes produce the intended results/accuracy showing some level of fitness.

Level	Mark	Description
2	3–4	The quality of cycling technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with additional riders, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive in a choosing an appropriate cycling line for progressively challenging situations. They occasionally produce the intended results/accuracy, although their fitness level is not developed enough to maintain performance levels.
1	1–2	The quality of cycling technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with additional riders, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt and choose an appropriate cycling line for progressively challenging situations. They may not produce the intended results/accuracy, as a result of a distinctive lack of fitness.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive track (indoor/outdoor) race, demonstrating the appropriate skills against suitably challenging opponents. The level of competition should be taken into consideration when awarding marks.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (changes of pace/line) almost always fully relevant to the position of other cyclists. The student performs an excellent standing start and contribution is highly effective in all of the race (including an effective sprint finish) due to a very high level of appropriate fitness. The student maintains a high level of technical consistency in the performance of all skills during the race. The application of skill is fully appropriate to the positioning of other cyclists. The student demonstrates a high level of ability to select and apply the most appropriate cycling line and is usually successful in timing pace changes to outwit their opponents, while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (changes of pace/line) usually relevant to the position of other cyclists, with only minor lapses. The student performs an effective standing start and contribution is usually effective in most of the race (including a good sprint finish) due to a good level of appropriate fitness. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the positioning of other cyclists, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate cycling line, often timing pace changes to outwit their opponents. They are occasionally outwitted by other riders.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (changes of pace/line) but there may be some obvious weaknesses and they are occasionally not relevant to the position of other cyclists. The student performs a standing start and contribution is effective for parts of the race (including attempting a sprint finish) due to some appropriate fitness levels. The student maintains technical consistency in the performance of most skills in race but not always consistently. The application of skill is not consistently appropriate to the position of other cyclists, with some obvious misinterpretation. The student demonstrates some ability to select and apply an appropriate cycling line, sometimes timing pace changes to outwit their opponents. There may be some obvious areas of weakness and they will sometimes be outwitted themselves by other riders.
2	4–6	The student shows some ability to make tactical and strategic decisions (changes of pace/line) but there are significant weaknesses and inconsistencies in their relevance to the position of other cyclists. The student's start is attempted and contribution is evident within the race (including a partially effective sprint finish) but only occasionally effective or significant due to a lack of specific fitness. The student shows some technical consistency in the performance of some skills in the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other cyclists, with definite misinterpretation. The student occasionally demonstrates the ability to select and apply an appropriate cycling line, but only occasionally times pace changes to outwit their opponents and is often outwitted by other riders.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (changes of pace/line) and they are seldom relevant to the position of other cyclists. The student's start is often slow and contribution is evident within the race (including a lacklustre attempt to sprint finish) but is seldom effective or significant due to distinctive fitness weaknesses. The student shows only limited technical consistency in the performance of a few skills in the race. The application of skill is rarely appropriate to the position of cyclists and they regularly misinterpret how to apply these skills effectively. The student demonstrates only very limited ability to select and apply an appropriate cycling line, rarely timing pace changes to outwit their opponents and usually being outwitted by other riders.
0	0	Nothing worthy of credit.

Dance

Dance can be assessed as a solo performance, a duet performance or a group performance. Students can only be assessed in dance once.

1. Travel, locomotion, stepping and pathways.
2. Balance (static and/or dynamic).
3. Rotation, turning and weight transference.
4. Jumps and elevations.
5. Gestures and motifs.

The following dance genres are permitted: ballet, ballroom, contemporary, cultural dance, folk, street and tap. The style of dance chosen for assessment must enable the student to display each of the core skills/techniques specified, and must enable the student to be assessed against the dance descriptors below. If the style of dance does not meet these criteria, then a student cannot be assessed in that style.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with moves in isolation but should aim to link moves together. Assessment must not be based on fully competitive competition/performance.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all chosen moves, even when they are linked together. The student performs challenging moves and is consistently effective in their performance of these. There are very few errors in technique and the student is adaptive when linking moves together, maintaining fluency. They almost always produce the intended results/accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all chosen moves but may show signs of deteriorating when they are linked together. The student has decided to perform challenging moves and is usually effective in their performance of these. There may be occasional minor errors in technique but the student is usually adaptive when linking moves together, maintaining some fluency. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most moves but may deteriorate when they are linked together. The student has decided to perform more basic moves and is usually effective in their performance of these. There may be occasional errors in technique and the student is sometimes adaptive when linking moves together, maintaining some fluency. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some basic moves but frequently deteriorates when they are linked together. The student has decided to perform basic moves and is occasionally effective in their performance of these. There may be frequent errors in technique and the student is only occasionally adaptive when linking moves together, causing fluency to deteriorate. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is evident for a few basic moves but they cannot be linked together. The student has decided to perform very basic moves and is hardly ever effective in their performance of these. There are likely to be frequent errors in technique and the student may be unable to adapt when linking moves together, maintaining little or no fluency. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform a full routine in a competition/performance. This can be in a solo performance, a duet performance or a group performance and should last at least two minutes. The level of performance should suitably challenge the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to perform technically accurate and expressive movement, almost always fully relevant to the demands of a very high level of performance. The student's contribution is highly effective, sustained and consistent for almost all of the performance due to a highly developed and specific level of fitness. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during the routine. The application of skill is fully appropriate to the very high demands of the performance. The student's sensitive demonstration of dynamic qualities is highly effective in portraying the artistic intention of the dance. The student demonstrates a high level of ability to perform the most appropriate skills/ techniques and is usually successful in outperforming others.
4	10–12	The student shows the ability to perform technically accurate and expressive movement, usually relevant to the demands of a high level of competition. The student's contribution is usually effective, sustained and consistent for the majority of the performance due to a good level of specific fitness. The student maintains technique, accuracy and consistency in the performance of all skills during the routine. The application of skill is appropriate to the demands of the performance, though there may be some lapses. The student's sensitive demonstration of dynamic qualities is usually effective in portraying the artistic intention of the dance. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in outperforming others. Occasionally however, they are outperformed.
3	7–9	The student shows the ability to perform technically accurate and expressive movement relevant to the demands of an average level of performance, but there may be some obvious weaknesses. The student's contribution is sometimes effective and consistent during the performance but not always sustained due to a slight lack of specific fitness. The student maintains technique and accuracy in the performance of most skills during the routine, but they are not always consistent. The application of skill is not consistently appropriate to the demands of the performance. The student's sensitive demonstration of dynamic qualities is sometimes effective in portraying the artistic intention of the dance but this may not be sustained throughout the performance. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others, although only low level performers. However, there may be some obvious areas of weakness and they are often outperformed.

Level	Mark	Description
2	4–6	The student shows some ability to perform technically accurate and expressive movements but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of performance. The student's contribution is occasionally effective and consistent, but is not sustained due to a lack of fitness. The student shows some technique and accuracy in the performance of some skills/techniques during the routine, but they are seldom consistent. The application of skill is not consistently appropriate to the demands of the performance. The student's sensitive demonstration of dynamic qualities is occasionally effective in portraying the artistic intention of the dance but is inconsistent and not sustained throughout the performance. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others. There are likely to be some obvious areas of weakness and they are usually outperformed.
1	1–3	The student shows only a limited ability to perform technically accurate and expressive movements and they are seldom relevant to the demands of a relatively low level of performance. The student's contribution is seldom effective or consistent and is not sustained due to a distinctive lack of specific fitness. The student shows only limited technique and accuracy in the performance of a few skills/ techniques during the routine. The application of skill is rarely appropriate to the demands of the performance. The student's sensitive demonstration of dynamic qualities is seldom effective or apparent in portraying the artistic intention of the dance. The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom outperforms anyone of any standard.
0	0	Nothing worthy of credit.

Diving

Students can only be assessed in platform diving.

1. Take-off/elevation – forward and backward (two dives).
2. Take-off/elevation – (one from) inward/reverse/twisting/handstand.
3. Execution/body position – (corresponding to the two dives chosen in skill 1) pike/straight/free/tuck/twisting.
4. Execution/body position – (corresponding to the dive chosen in skill 2) pike/straight/free/tuck/twisting.
5. Entry position of the three dives.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Three dives should be attempted (two from skill 1 and one from skill 2). Progressive practices may start with part of the dive in isolation but should aim to link the component parts (approach, take off, elevation, execution and entry) of the dive together.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all chosen dives, even when component parts are linked together (approach, take off, elevation, execution and entry). The student has decided to perform challenging dives and is consistently effective in their performance of these. There are very few errors in technique and the student is adaptive when linking component parts of dives together, maintaining fluency. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all chosen dives but may show signs of deteriorating when linking component parts together (approach, take off, elevation, execution and entry). The student has decided to perform challenging dives and is usually effective in their performance of these. There may be occasional minor errors in technique but the student is usually adaptive when linking component parts of dives together, maintaining some fluency. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most dives but may deteriorate when linking component parts together (approach, take off, elevation, execution and entry). The student has decided to perform more basic dives and is usually effective in their performance of these. There may be occasional errors in technique and the student is sometimes adaptive when linking component parts of dives together, maintaining some fluency. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some basic dives but frequently deteriorates when linking component parts together (approach, take off, elevation, execution and entry). The student has decided to perform basic dives and is occasionally effective in their performance of these. There may be frequent errors in technique and the student is only occasionally adaptive when linking component parts of dives together, causing fluency to deteriorate. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is evident for a few basic dives but they cannot link component parts together (approach, take off, elevation, execution and entry). The student has decided to perform very basic dives and is hardly ever effective in their performance of these. There are likely to be frequent errors in technique and the student may be unable to adapt when linking component parts of dives together, maintaining little or no fluency. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive diving competition, consisting of six different dives. The level of competition should suitably challenge the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty), almost always fully relevant to the demands of a very high level of competition. The student's contribution is highly effective, sustained and consistent for almost all of the competition due to a highly developed and specific level of fitness. The student maintains a high level of technique, accuracy and consistency in the performance of all parts of the dives (approach, take off, elevation, execution and entry) during the competition. The application of skill is fully appropriate to the very high demands of the competition. The student demonstrates a high level of ability to perform the most appropriate skills/ techniques and is usually successful in outperforming other competitors.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty), usually relevant to the demands of a high level of competition. The student's contribution is usually effective, sustained and consistent for the majority of the competition due to a good level of specific fitness. The student maintains technique, accuracy and consistency in the performance of all parts of the dives (approach, take off, elevation, execution and entry) during the competition. The application of skill is appropriate to the demands of the competition, though there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/ techniques and is usually successful in outperforming others. Occasionally however, they are outperformed.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty) relevant to the demands of an average level of competition, but there may be some obvious weaknesses. The student's contribution is sometimes effective and consistent during the competition but not always sustained due to a slight lack of specific fitness. The student maintains technique and accuracy in the performance of most parts of the dives (approach, take off, elevation, execution and entry) during the competition, but they are not always consistent. The application of skill is not consistently appropriate to the demands of the competition. The student demonstrates an ability to perform appropriate skills/ techniques and is sometimes effective in outperforming others, although only low level performers. However, there may be some obvious areas of weakness and they are often outperformed.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions (eg tariff/technical difficulty) but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of competition. The student's contribution is occasionally effective and consistent, but is not sustained due to a lack of specific fitness. The student shows some technique and accuracy in the performance of some parts of the dives (approach, take off, elevation, execution and entry) during the competition, but they are seldom consistent. The application of skill is not consistently appropriate to the demands of the competition. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others. There are likely to be some obvious areas of weakness and they are usually outperformed.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (eg tariff/technical difficulty) and they are seldom relevant to the demands of a relatively low level of competition. The student's contribution is seldom effective or consistent and is not sustained due to a distinctive lack of specific fitness. The student shows only limited technique and accuracy in the performance of a few parts of the dives (approach, take off, elevation, execution and entry) during the competition. The application of skill is rarely appropriate to the demands of the competition. The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom outperforms anyone of any standard.
0	0	Nothing worthy of credit.

Equestrian

1. Rider position – head, shoulder, hip, heel, hands (when walking, trotting, cantering).
2. Transitions – increase and decrease in pace.
3. Application of aids – maintaining impulsion, correct bend, contact, feel, outline (when walking, trotting, cantering).
4. Basic school movements – circles, changes of direction, lines (centre, quarter), looping figures (serpentines, figure of 8), awareness of diagonals (trot) and lead leg (canter).
5. Basic jumping – impulsion, position, balance, rhythm, stride (minimum height of 75 cm).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the moves in isolation but should aim to link them together/increase pace/change direction (as appropriate). This must not be in a fully competitive event. Riding position/technique should be considered when assessing all skills.

Level	Mark	Description
5	9–10	The quality of riding position/technique is maintained for all skills, even when they are linked together/applying transitions (as appropriate). The student is consistently effective in their performance of all skills, including jumping over a series of fences. There are very few errors in riding technique and the student is adaptive when linking skills together/applying transitions (as appropriate) maintaining full control. They almost always produce the intended results/accuracy.
4	7–8	The quality of riding position/technique is maintained for all skills but may show signs of deteriorating when they are linked together/applying transitions (as appropriate). The student is usually effective in their performance of all skills, including jumping over a series of fences. There may be occasional minor errors in riding technique but the student is usually adaptive when linking skills together/applying transitions (as appropriate), maintaining some control. They regularly produce the intended results/accuracy.
3	5–6	The quality of riding position/technique is maintained for most skills but may deteriorate when they are linked together/applying transitions (as appropriate). The student has decided to perform skills in a more basic manner and is usually effective in their performance of these. Jumping ability is relatively basic but can be linked over a series of fences. There may be occasional errors in riding technique and the student is sometimes adaptive when linking skills together/applying transitions (as appropriate), maintaining some control although it is lost on occasions. They sometimes produce the intended results/accuracy.
2	3–4	The quality of riding technique is maintained for some skills but frequently deteriorates when they are linked together/applying transitions (as appropriate). The student has decided to perform skills in a basic manner and is occasionally effective in their performance of these. They can attempt jumps but are often unsuccessful in linking a series of jumps. There may be frequent errors in riding technique and the student is only occasionally adaptive when linking skills together/applying transitions (as appropriate) causing control to be lost. They occasionally produce the intended results/accuracy.
1	1–2	The quality of riding technique is evident for a few skills in basic drills, but deteriorates significantly when they are linked together/applying transitions (as appropriate). The student has decided to perform skills in very basic drills and is hardly ever effective in their performance of these. They attempt jumps but are usually unsuccessful. There are likely to be frequent errors in riding technique and the student may be unable to adapt when linking skills together/changing pace (as appropriate), maintaining little or no control. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive equestrian event. Students can choose to perform in a dressage test, showing class individual, show jumping or working hunter class event. The level of competition should suitably challenge the performer and where possible, the official score sheet should be available.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (eg pace/control transitions), almost always fully relevant to the demands of a very high level of competition. The student's contribution is highly effective, sustained and consistent for almost all of the competition due to a highly developed ability to control the horse. The student maintains an excellent riding position/technique, with accuracy and consistency in the performance of all skills during the competition. The application of skill is fully appropriate to the very high demands of the competition. The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in achieving very high standards of performance.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (eg pace/control/transitions), usually relevant to the demands of a high level of competition. The student's contribution is usually effective, sustained and consistent for the majority of the competition due to a good level of ability to control the horse. The student maintains a good riding position/technique, with accuracy and consistency in the performance of all skills during the competition. The application of skill is appropriate to the demands of the competition, though there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in achieving a high standard of performance. Occasionally however, they are outperformed.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (eg pace/control/transitions) relevant to the demands of an average level of competition, but there may be some obvious weaknesses. The student's contribution is sometimes effective and consistent during the competition but not always sustained due to a slight lack of ability to control the horse. The student maintains a competent riding position/technique with some accuracy in the performance of most skills during the competition, but they are not always consistent. The application of skill is not consistently appropriate to the demands of the competition. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others, although only low level performers. However, there may be some obvious areas of weakness and they are often outperformed.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions (eg pace/control/transitions) but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of competition. The student's contribution is occasionally effective and consistent, but is not sustained due to a lack of ability to control the horse. The student shows some competency in their riding position/technique with some accuracy in the performance of some skills/techniques during the competition, but they are seldom consistent. The application of skill is not consistently appropriate to the demands of the competition. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others. There are likely to be some obvious areas of weakness and they are usually outperformed.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (eg pace/control/transitions) and they are seldom relevant to the demands of a relatively low level of competition. The student's contribution is seldom effective or consistent and is not sustained due to a distinctive lack of ability to control the horse. The student shows only limited technique and accuracy in the performance of a few skills/techniques during the competition. The application of skill is rarely appropriate to the demands of the competition. The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom outperforms anyone of any standard.
0	0	Nothing worthy of credit.

Gaelic football

Outfield	Goalkeeper
<ol style="list-style-type: none"> 1. Passing/receiving – foot/hand pass, chest/overhead catches, one/two handed catches. 2. Kicking – punt, drop, free kick. 3. Moving with the ball/soloing, toe to hand, change of pace, pick up. 4. Shooting – long, short, 45s. 5. Tackling/intercepting – challenging, blocking. 	<ol style="list-style-type: none"> 1. Distributing/passing – kicking, hand passing, goal kicks. 2. Shot stopping – high and low, long and short distance. 3. Taking crosses – ground and air/punching. 4. Taking the ball at opponent's feet. 5. Positioning and narrowing the angle.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full Gaelic football (15 versus 15) match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive Gaelic football match (15 versus 15), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Golf

1. Tee shots – driver, hybrid and/or long iron.
2. Longer fairway irons/hybrid equivalent – a range of at least three clubs between 1 iron and 6 iron.
3. Shorter fairway irons – a range of at least three clubs between 7 iron and sand wedge.
4. Pitching/chipping around the green.
5. Bunker play.
6. Putting – long, medium, short, break.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques/shots in stable and adaptive situations. The demonstration of each core skill may start with the skill in a stable environment, eg driving range and/or practice fairway, putting green, but should progress to show the shots being played on a variety of golf holes (par 3, 4, 5). This must not be in a competitive game.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all shots and throughout all situations (driving range and/or practice fairway, putting green, golf holes). When faced with challenging par 3, 4 or 5 golf holes, decision making is consistently effective and suitable for the challenge of the hole. There are very few errors and the student is adaptive when faced with progressively challenging shots to play. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all shots on the driving range/practice fairway but may start to deteriorate on the most challenging golf holes. When faced with challenging par 3, 4 or 5 golf holes, decision making is usually effective for the challenge of the hole. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging shots to play. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most shots on the driving range/practice fairway but may deteriorate on the most challenging golf holes. When faced with challenging par 3, 4 or 5 golf holes, the effectiveness of decision making is inconsistent. The student makes more effective decisions on straightforward holes than on holes possessing greater challenge. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging shots to play. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some shots on the driving range/practice fairway but sometimes deteriorates on the most challenging golf holes. When faced with challenging par 3, 4 or 5 golf holes, decision making is only occasionally effective. This tends to occur on the most straightforward holes. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging shots to play. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few shots on the driving range/practice fairway and usually deteriorates further on the golf holes. When faced with challenging par 3, 4 and 5 golf holes, decision making may be ineffective on most holes. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging shots. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of golf over a minimum of 9 holes demonstrating the appropriate skills/shots. The chosen course should suitably challenge the player and his/her handicap.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (club selection), almost always fully relevant to the demands of each hole. The student is highly consistent for almost all of the game across the range of stroke indexes/par 3, 4 and 5 golf holes. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during their round of golf. The application of skill is fully appropriate to the demands of each hole. The student demonstrates a high level of ability to perform the most appropriate shots (shot selection) and is usually successful in meeting the demands of the majority of the course.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (shot selection), usually relevant to the demands of each hole, with only minor lapses. The student is usually consistent for the majority of the game across most of the range of stroke indexes/par 3, 4 and 5 golf holes. The student maintains technique, accuracy and consistency in the performance of all skills during their round of golf. The application of skill is appropriate to the demands of each hole, though there may be some lapses. The student demonstrates an ability to perform the most appropriate shots and is usually successful in meeting the demands of each hole. Occasionally however, the most challenging holes can cause a problem.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (shot selection) relevant to the demands of each hole, but there may be some obvious weaknesses whereby decisions are not relevant to the hole being played. The student is sometimes consistent during their game but not always across the range of stroke indexes/par 3, 4 and 5 golf holes. The student maintains technique and accuracy in the performance of most skills during their round of golf, but they are not always consistent. The application of skill is not consistently appropriate to the demands of each hole. The student demonstrates an ability to perform appropriate shots and is sometimes effective in meeting the demands of some holes, usually the least demanding. However, there may be some obvious areas of weakness, particularly apparent during the most challenging holes.
2	4–6	The student shows some ability to make tactical and strategic decisions (shot selection) but there are significant weaknesses and inconsistencies in their relevance to the demands of each hole. The student is occasionally consistent, but does not sustain this throughout the range of stroke indexes/par 3, 4 and 5 golf holes. The student shows some technique and accuracy in the performance of some skills during their round of golf, but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the demands of each hole. The student occasionally demonstrates the ability to perform appropriate shots for some holes, but only occasionally meets the demands of the more challenging holes.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (shot selection) and they are seldom relevant to the demands of each hole. The student is seldom consistent and most holes/stroke indexes pose a significant challenge. The student shows only limited technique and accuracy in the performance of a few skills in during their round of golf. The application of skill is rarely appropriate to the demands of each hole. The student demonstrates only very limited ability to perform appropriate shots, but seldom meets the demands any hole.
0	0	Nothing worthy of credit.

Gymnastics

Students must be assessed in floor routines and apparatus/specialism only. Students can only be assessed in gymnastics once. Students choosing rhythmic as their specialism cannot also be assessed in dance.

1. Jumps (choose two) – tucked/piked/straddle/straight/180° turn/others.
2. Rolls (choose two) – backwards/forwards/others.
3. Turns/overswings (choose two) – cartwheel/round off/forward or backward walkovers/handspring/back flip/others.
4. Balances (choose two) – handstand/headstand/arabesque/others.
5. Specialism (choose one) – beam (routine)/vault (two vaults)/rings (routine)/pommel horse (routine)/bars (routine)/rhythmic (short routine with ball, clubs, hoops, rope or ribbon).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the floor moves in isolation but should aim to link moves together. All floor moves have the option of ‘others’ to allow experienced performers to choose harder tariff moves, eg backwards roll to handstand.

One specialism should also be chosen to perform the following:

- beam – short routine, linking moves
- vault – two vaults
- rings – short routine, linking moves
- pommel horse – short routine, linking moves
- bars – short routine, linking moves
- rhythmic – short routine, linking moves.

This must not be in a fully competitive gymnastics event. The difficulty tariff of moves selected by the student should be considered in assessment.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all chosen floor moves (even when they are linked together) and for both/all specialism attempts. The student has decided to perform challenging floor moves and is consistently effective in their performance of these. Similarly, challenging moves are attempted in this specialism. There are very few errors in technique and the student is adaptive when linking floor moves together, maintaining fluency. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all chosen floor moves but may show signs of deteriorating when they are linked together. Technique is maintained for all/both specialism attempts. The student has decided to perform challenging floor moves and is usually effective in their performance of these. Similarly, challenging moves are usually effective when attempted in their specialism. There may be occasional minor errors in technique but the student is usually adaptive when linking moves together, maintaining some fluency. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most floor moves but may deteriorate when they are linked together. Technique may be noticeably better on one attempt in specialism more than the other. The student has decided to perform more basic floor moves and is usually effective in their performance of these. Similarly, more basic moves are usually effective when attempted in their specialism. There may be occasional errors in technique and the student is sometimes adaptive when linking moves together, maintaining some fluency. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some basic floor moves but frequently deteriorates when they are linked together. Technique in specialism is evident for basic attempts. The student has decided to perform basic floor moves and is occasionally effective in their performance of these. Similarly, basic moves are occasionally effective when attempted in their specialism. There may be frequent errors in technique and the student is only occasionally adaptive when linking moves together, causing fluency to deteriorate. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is evident for a few basic moves on the floor and specialism but they cannot be linked together on the floor. The student has decided to perform very basic floor moves and is hardly ever effective in their performance of these. Similarly, very basic moves are chosen and hardly ever effective when attempted in this specialism. There are likely to be frequent errors in technique and the student may be unable to adapt when linking moves together, maintaining little or no fluency. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive gymnastics event. Students can choose to perform in a floor (artistic or rhythmic) or apparatus competition demonstrating the appropriate skills. A rhythmic routine can make use of a ball, clubs, hoops, rope or ribbon. The level of competition should suitably challenge the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), almost always fully relevant to the demands of a very high level of routine/vaults. The student's contribution is highly effective, sustained and consistent for almost all of the routine/vaults due to a highly developed and specific level of fitness. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during the routine/vaults. The application of skill is fully appropriate to the very high demands of the routine/vaults. The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in completing very high tariff moves/vaults.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), usually relevant to the demands of a high level routine/vaults. The student's contribution is usually effective, sustained and consistent for the majority of the routine/vaults due to a good level of specific fitness. The student maintains technique, accuracy and consistency in the performance of all skills during the competition. The application of skill is appropriate to the demands of the routine/vaults, though there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in completing a high tariff routine/vaults. Occasionally however, there may be errors.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography) relevant to the demands of an average level of a routine/vaults, but there may be some obvious weaknesses. The student's contribution is sometimes effective and consistent during the routine/vaults but not always sustained due to a slight lack of specific fitness. The student maintains technique and accuracy in the performance of most skills during the routine/vaults, but they are not always consistent. The application of skill is not consistently appropriate to the demands of the routine/vault. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in an average tariff routine/vaults. However, there may be some obvious areas of weakness.
2	4–6	The student shows some ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of routine/vaults. The student's contribution is occasionally effective and consistent, but is not sustained due to a lack of fitness. The student shows some technique and accuracy in the performance of some skills/techniques during the routine/vaults, but they are seldom consistent. The application of skill is not consistently appropriate to the demands of the routine/vaults. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in a routine/vaults. There are likely to be some obvious areas of weakness.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) and they are seldom relevant to the demands of a relatively low level routine/vaults. The student's contribution is seldom effective or consistent and is not sustained due to a distinctive lack of specific fitness. The student shows only limited technique and accuracy in the performance of a few skills/techniques during the routine/vaults. The application of skill is rarely appropriate to the demands of the routine/vault. The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom performs them in a routine/vaults.
0	0	Nothing worthy of credit.

Handball

Outfield	Goalkeeper
<ol style="list-style-type: none"> 1. Passing – shoulder, side wrist, bounce, feint (stationary and on the move). 2. Receiving – making a target (signalling), one/two handed catch – stationary and on the move, intercepting. 3. Shooting – standing, jump, hip. 4. Moving with the ball – dribbling/dodging. 5. Jockeying/marketing/blocking/tackling. 	<ol style="list-style-type: none"> 1. Positioning and narrowing the angle, anticipating. 2. Catching the ball at a variety of heights. 3. Blocking. 4. Avoiding rebounds/keeping/holding/possession of the ball. 5. Passing/throwing, directing, starting attacks.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full handball match (7 versus 7).

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.

Level	Mark	Description
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive handball match (7 versus 7), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Hockey

Students must be assessed in field hockey. They cannot be assessed in ice hockey or roller hockey.

Outfield	Goalkeeper
<ol style="list-style-type: none"> 1. Dribbling/moving with the ball – open and reverse stick, change of pace, dodging. 2. Passing – push, hit, slap. 3. Shooting – placement and power. 4. Receiving – stationary, on the move, open and reverse stick. 5. Marking/intercepting/tackling/jockeying – open and reverse stick tackles, jab tackle. 	<ol style="list-style-type: none"> 1. Distributing/passing – kicking. 2. Shot stopping – use of pads/feet, stick, shots from open play and short corners. 3. Taking crosses. 4. Taking the ball from an attacking player – diving, spreading body in front of attacker. 5. Positioning and narrowing the angle.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full hockey match (11 versus 11).

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive hockey match (11 versus 11), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Hurling

Students being assessed in hurling cannot also be assessed in camogie.

1. Passing/receiving/hand pass/solo run.
2. Catching – body catch and high catch.
3. Striking – ground strike, striking from the hand.
4. Lifts – roll and jab lift, moving and stationary sliotars.
5. Challenging attackers/blocking – ground block, hooking, overhead block.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full hurling match (15 versus 15).

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive hurling match (15 versus 15), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Lacrosse

Outfield	Goalkeeper
<ol style="list-style-type: none"> 1. Running with the ball – grip/holding the stick, cradling, dodging. 2. Passing – right handed, left handed, reverse stick (over arm, underarm) to stationary and moving targets. 3. Receiving/catching – right handed, left handed, reverse stick (towards and across, stationary and on the move), picking up a stationary ball, picking up a ball moving away. 4. Shooting – right handed, left handed, reverse stick (over arm, high, low, long and close range). 5. Tackling/checking/intercepting/marketing. 	<ol style="list-style-type: none"> 1. Distributing/clearing. 2. Saving – use of pads, stick and hands in stopping the ball at different heights. 3. Positioning. 4. Spread of body in front of attackers. 5. Narrowing the angle.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure

and incorporate direct competition in conditioned drills. This must not be in a full (men 10 versus 10 or women 12 versus 12) lacrosse match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive lacrosse match (men 10 versus 10 or women 12 versus 12), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Netball

1. Passing and receiving (chest pass, shoulder pass, one/two handed passing).
2. Dodging – single/double/sprint.
3. Marking a player.
4. Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players).
5. Footwork and movement – landing on one/two feet, pivoting.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full netball match (7 versus 7).

Students can choose to shoot or rebound or mark a pass/intercept to suit their preferred position.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive netball match (7 versus 7), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Rock climbing

Students can be assessed indoors or outdoors.

It is suggested that students who wish to be assessed in climbing do so over multi-visits to an appropriate climbing wall ie not just one attempt. It is also recommended that students would be following the NICAS or NIBAS Award schemes. A starting point for students on either of these schemes should be assessed by someone who is qualified to make that judgement.

At A-level it is expected that students should be working at level HVS 5A/5B towards E1/5B or equivalent F5+ or F6a French (Sport) 5+/6a. Thus, for GCSE, students should be working towards or at this standard.

It is expected that students would make use of a minimum of 2 different climbs to demonstrate the following:

1. Rope work

Students, in a top rope capacity, should be able to tie in, belay and lower partners consistently and safely with effective communication. This could begin in a peer belay situation and progress through to students belaying independently although this would be with backup.

2. 3 points of contact:

Students should be able to climb a route of their choice showing 3 points of contact between moves. This could progress from a slab to overhanging terrain.

3. Traversing/climbing

Students should be able to climb a route of their choice demonstrating clear use of weight transfer and climbing techniques associated with this. This could progress from moves on a slab with three points of contact through to students only using two points of contact and effective body positioning to make the movement successful on steeper terrain.

4. Demonstrate a set of progressive techniques to climb at limit

Students should be able to demonstrate climbing at their limit using a variety of techniques in a progressive manner to make a successful ascent; this could progress from a rehearsed route through to a student on sighting at their limit.

5. Overhanging/steep ground

Students should be able to climb successfully on overhanging terrain; this could be progressively overhanging through to very steep.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase in difficulty by linking skills together and by increasing the difficulty of the route. This must not be in a fully competitive climb.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices, even when they are linked together. When faced with a harder route, decision making in relation to when to perform the skill is consistently effective. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/ accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate when they are linked together in the most challenging practices. When faced with a harder route, decision making is usually effective in relation to when to perform the skill and at what angle. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate when they are linked together in the most challenging practices. When faced with a harder route, the effectiveness of decision making is inconsistent. The student makes more effective decisions on slightly easier routes. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but frequently deteriorate when they are linked together in the most challenging practices. When faced with a harder route, decision making is only occasionally effective. They are significantly more proficient on easier routes. There may be frequent errors and the student is only occasionally adaptive with progressively challenging situations. They infrequently produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills but they cannot be linked together in the most challenging practices. When faced with harder routes, decision making may be ineffective. Any proficiency is shown on easier routes. There are likely to be frequent errors and the student may be unable to adapt with progressively challenging situations. They rarely produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform a climb, either in competition or against a suitably challenging environment, demonstrating the skills appropriate to their chosen route. The difficulty of the climb should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to their position on the wall/rock face. The student's contribution is highly effective, significant and sustained for almost all of the climb, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within each climb. The application of skill is fully appropriate to their position on the wall/rock face. The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in outperforming others/the environment.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to their position on the wall/rock face, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the climb, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the climb. The application of skill is usually appropriate to their position on the wall/rock face, though there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in outperforming others/the environment. Occasionally however, they are outperformed.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to their position on the wall/rock face. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the climb, with the student's contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the climb but it is not always consistent. The application of skill is not consistently appropriate to their position on the wall/rock face. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others/the environment, although only low level performers. However, there may be some obvious areas of weakness and they are often outperformed.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to their position on the wall/rock face. The student's contribution is evident but only occasionally effective or sustained within the climb due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the climb but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position on the wall/rock face. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others/the environment. There are likely to be some obvious areas of weakness and they are usually outperformed.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to their position on the wall. The student's contribution is limited, seldom effective or sustained during the climb with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the climb. The application of skill is rarely appropriate to their position on the wall/rock face. The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom outperforms anyone/the environment.
0	0	Nothing worthy of credit.

Rowing

Students being assessed in rowing cannot also be assessed in canoeing, kayaking or sculling.

1. Catch.
2. Drive phase.
3. Extraction/finish position.
4. Recovery and preparation for the catch.
5. Paddling with square blades.
6. Change of pace/rate.

Students can be assessed in any of the following sized boats:

- pairs
- fours
- eights.

Students cannot be assessed in the role of cox.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the stroke but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices in time with fellow rowers. When faced with opposition and changes of pace/rate, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors in technique (even at pace) and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices, resulting in marginal losses in timing with fellow rowers. When faced with opposition and changes of pace/rate, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors in technique (particularly at pace) but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices with obvious losses in timing with fellow rowers. When faced with opposition and changes of pace/rate, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors in technique (particularly at pace) and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices and timing with fellow rowers is regularly lost. When faced with opposition and changes of pace/rate, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors in technique as pace starts to increase and the student is only occasionally adaptive with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills, often deteriorates in the most challenging practices and is seldom in time with fellow rowers. When faced with opposition and changes of pace/rate, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors in technique at all speeds and the student may be unable to adapt with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive race over a distance of 1,000 m or over, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of opposing boats. The student's contribution is highly effective, significant and sustained for almost all of the race, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within the race. The application of skill is fully appropriate to the position of other boats. The student demonstrates a high level of ability to select and apply the most appropriate pace/rate and is usually successful in executing pace/rate changes with their fellow rowers to outwit their opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of other boats, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the race, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the position of other boats, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate pace/rate and can be successful in executing pace/rate changes with their fellow rowers to often outwit opponents, only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of other boats. The student's contribution is sometimes effective and significant and it is not entirely sustained throughout the race, with the student's contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the race but it is not always consistent. The application of skill is not consistently appropriate to the position of other boats. The student demonstrates some ability to select and apply appropriate pace/rate and can sometimes be successful in executing pace/rate changes with their fellow rowers, sometimes outwitting opponents and although there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of other boats. The student's contribution is evident but only occasionally effective or sustained within the race due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other boats. The student occasionally demonstrates the ability to select and apply pace/rate changes, but only occasionally executes pace/rate changes in time with their fellow rowers, only occasionally outwitting opponents and often being outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of other boats. The student's contribution is limited, seldom effective or sustained during the race with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the race. The application of skill is rarely appropriate to the position of other boats. The student demonstrates only very limited ability to select and apply pace/rate changes, and rarely executes these changes in time with their fellow rowers, seldom outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Rugby League

Students being assessed in Rugby League cannot also be assessed in Rugby Union. They cannot be assessed in tap/tag rugby.

1. Handling – holding and protecting the ball, running with the ball to evade the tackler, changing pace and direction (swerve and side-step).
2. Passing and receiving – long and short, at varying pace, spin, switch and scissors.
3. Tackling – front, rear, side, smother.
4. Retaining possession – in the tackle and on the floor.
5. Kicking (at least two from punt/spiral, grubber, drop kick/re-start, up and under, penalty/conversion) or running direct lines/winning collision point.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full Rugby League match (13 versus 13).

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive Rugby League match (13 versus 13), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Rugby Union

Students can be assessed in either 15-a-side or 7-a-side (rugby sevens). They cannot be assessed in both.

Students being assessed in Rugby Union cannot also be assessed in Rugby League. They cannot be assessed in tap/tag rugby.

1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).
2. Tackling (front, rear, side, smother, chop).
3. Maul (body position, binding, retaining ball).
4. Ruck (body, position, jackle, sealing off).
5. Kicking (at least two types from punt/spiral, grubber, drop kick/re start, box kick, up and under, penalty/conversion) or scrummaging (binding, body position, generation of power/hooks, as appropriate to position) or lineout.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full Rugby Union match (15 versus 15 or 7 versus 7).

Students can choose to kick or scrummage to suit their preferred position.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive Rugby Union match (15 versus 15 or 7 versus 7), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Sculling

Students being assessed in sculling cannot also be assessed in canoeing, kayaking or rowing.

1. Catch.
2. Drive phase.
3. Extraction/finish position.
4. Recovery and preparation for the catch.
5. Paddling with square blades.
6. Change of pace/rate.

Students can only be assessed in a single scull.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with simple drills showing the full technique of the stroke but should aim to increase pressure and incorporate pace and direct competition in conditioned drills. This must not be in a full race.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition and changes of pace/rate, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors in technique (even at pace) and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices, resulting in marginal losses in timing. When faced with opposition and changes of pace/rate, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors in technique (particularly at pace) but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices with obvious losses in timing. When faced with opposition and changes of pace/rate, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors in technique (particularly at pace) and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices and timing is regularly lost. When faced with opposition and changes of pace/rate, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors in technique as pace starts to increase and the student is only occasionally adaptive with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills, often deteriorates in the most challenging practices and is seldom in time. When faced with opposition and changes of pace/rate, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors in technique at all speeds and the student may be unable to adapt with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive race over a distance of 1,000 m or over, demonstrating the skills appropriate to their chosen race. The standard of the race should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of opposing boats. The student's contribution is highly effective, significant and sustained for almost all of the race, due to a highly developed level of suitable fitness. The student maintains a high level of technical consistency in the performance of all skills within the race. The application of skill is fully appropriate to the position of other boats. The student demonstrates a high level of ability to select and apply the most appropriate pace/rate and is usually successful in executing pace/rate changes to outwit their opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of other boats, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the race, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the race. The application of skill is usually appropriate to the position of other boats, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate pace/rate and can be successful in executing pace/rate changes to often outwit opponents, only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of other boats. The student's contribution is sometimes effective and significant and it is not entirely sustained throughout the race, with the student's contribution occasionally lacking due to a slight lack of suitable fitness. The student maintains technique and accuracy in the performance of most skills in the race but it is not always consistent. The application of skill is not consistently appropriate to the position of other boats. The student demonstrates some ability to select and apply appropriate pace/rate and can sometimes be successful in executing pace/rate changes, sometimes outwitting opponents and although there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of other boats. The student's contribution is evident but only occasionally effective or sustained within the race due to a lack of fitness. The student shows some technical consistency in the performance of some skills during the race but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of other boats. The student occasionally demonstrates the ability to select and apply pace/rate changes, but only occasionally executes pace/rate changes, only occasionally outwitting opponents and often being outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of other boats. The student's contribution is limited, seldom effective or sustained during the race with fitness a distinctive weakness. The student shows only limited technical consistency in the performance of a few skills during the race. The application of skill is rarely appropriate to the position of other boats. The student demonstrates only very limited ability to select and apply pace/rate changes, but rarely executes these changes, seldom outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Skiing

Students being assessed in skiing cannot also be assessed in snowboarding.

Students can be assessed outdoor on snow or indoor on snow. They cannot be assessed on dry ski slopes.

1. Basic turning – turning both ways using parallel or carved.
2. Stopping/parallel stop/skid to halt – stopping to the left and right.
3. Linked turns over distance – whole indoor snow zone run or outdoor run including narrow and wide turns at different angles.
4. Traversing in both directions – different speeds/angles.
5. Skiing at speed – slalom through gates/round poles or moguls or tight turns.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase speed and incorporate further difficulty in gradient. This must not be in a fully competitive skiing run.

Skills 1, 3 and 5 have options to allow the skier to choose what is appropriate to their ability or what is available to them.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with speed and/or harder gradient, decision making in relation to when to perform the skill and at what angle is consistently effective. There are very few errors and the student is adaptive when faced with progressively challenging situations/speed/gradient. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices at speed/gradient. When faced with speed and/or harder gradient, decision making is usually effective in relation to when to perform the skill and at what angle. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations/speed/gradient. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but sometimes deteriorates in the most challenging practices at speed/gradient. When faced with speed and/or harder gradient, the effectiveness of decision making is inconsistent. The student makes more effective decisions at slightly slower speeds and/or on easier gradients. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations/speed/gradient. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but usually deteriorates in the most challenging practices/speed/gradient. When faced with speed and/or harder gradient, decision making is only occasionally effective. They are significantly more proficient at slower speeds/ easier gradients. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations/speed/gradient. They infrequently produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and deteriorates in the most challenging practices at speed/gradient. When faced with speed and/or harder gradient, decision making may be ineffective. Any proficiency is shown at slow speed/easier gradients. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations/speed/gradient. They rarely produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform two timed runs on appropriately challenging slopes against the clock. These can be in an indoor snow zone around 10 poles or cones. Alternatively these could be outdoor around poles or cones or on suitable downhill runs. If outdoor, the colour of the run chosen should be appropriate to the level of ability of the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to an appropriate line being chosen. The student's pace is highly effective, significant and sustained for almost all of the timed runs. The student maintains a high level of technique, accuracy and consistency in the performance of all skills even on the most challenging parts of the slope. The application of skill is fully appropriate to the position of the poles/gradient of the slope. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in gaining excellent times, while hardly ever losing control.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to choosing an appropriate line, with only minor lapses. The student's pace is usually effective and significant and is sustained for the majority of the runs. The student maintains technique, accuracy and consistency in the performance of all skills on most of the more challenging parts of the slope. The application of skill is usually appropriate to the poles/gradient, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often gaining a good time but occasionally losing control.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in the line chosen and they are occasionally not relevant to the demands of the slope. The student's pace is sometimes effective and significant but it is not entirely sustained throughout the runs, with the student losing speed during some turns. The student maintains technique and accuracy in the performance of most skills on the slope but it is not always consistent on the most challenging parts. The application of skill is not consistently appropriate to the position of the poles/gradient. The student demonstrates some ability to select and apply appropriate skills, sometimes gaining good times, though there may be some obvious areas of weakness and they can lose control.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions in the line chosen but there are significant weaknesses and inconsistencies in their relevance to the demands of the slope. The student's pace is inconsistent throughout the runs and only occasionally effective on the most challenging turns. The student shows some technique and accuracy in the performance of some skills on the slope but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of the poles/gradient. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally gains good times and frequently loses control.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions in the line chosen and they are seldom relevant to the demands of the slope. The student's pace is generally slow and is seldom effective or significant when turning. The student shows only limited technique and accuracy in the performance of a few skills on the slope. The application of skill is rarely appropriate to the position of the poles/gradient. The student demonstrates only very limited ability to select and apply appropriate skills, rarely gaining good times and usually loses control.
0	0	Nothing worthy of credit.

Snowboarding

Students being assessed in snowboarding cannot also be assessed in skiing.

Students can be assessed outdoor on snow or indoor on snow. They cannot be assessed on dry ski slopes.

Students cannot be assessed on tricks.

1. Basic regular turns – on heel edge and toe edge/skid turns/narrow and wide.
2. Stopping on toe and heel edge.
3. Linked turns over distance – on a full indoor snow zone run or outdoor slope including fakie/switch turns and/or carved turns with narrow and wide turns.
4. Traversing at speed – different speeds/gradients.
5. Snowboarding at speed – through gates/round poles or moguls or tight turns.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase speed and incorporate further difficulty in gradient. This must not be in a fully competitive snowboarding run.

Skills 3 and 5 have options to allow the snowboarder to choose what is appropriate to their ability.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with speed and/or harder gradient, decision making in relation to when to perform the skill and at what angle is consistently effective. There are very few errors and the student is adaptive when faced with progressively challenging situations/speed/gradient. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices at speed/gradient. When faced with speed and/or harder gradient, decision making is usually effective in relation to when to perform the skill and at what angle. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations/speed/gradient. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but sometimes deteriorates in the more challenging practices at speed/gradient. When faced with speed and/or harder gradient, the effectiveness of decision making is inconsistent. The student makes more effective decisions at slightly slower speeds and/or on easier gradients. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations/speed/gradient. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but often deteriorates in the more challenging practices/speed/gradient. When faced with speed and/or harder gradient, decision making is only occasionally effective. They are significantly more proficient at slower speeds/easier gradients. There are frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations/speed gradient. They only occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and usually deteriorates in the more challenging practices at speed/gradient. When faced with speed and/or harder gradient, decision making is usually ineffective. Any proficiency is shown at slow speed/easier gradients. There are frequent errors and the student is usually unable to adapt when faced with progressively challenging situations/speed/gradient. They very rarely, if at all, produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform two timed runs on an appropriately challenging slope against the clock. These can be in an indoor snow zone around poles (10) or on an outdoor slope. If outdoor, the colour of the run chosen should appropriately challenge the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to an appropriate line being chosen. The student's pace is highly effective, significant and sustained for almost all of the timed run. The student maintains a high level of technique, accuracy and consistency in the performance of all skills even on the most challenging parts of the slope. The application of skill is fully appropriate to the position of the poles/gradient of the slope. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in gaining an excellent time, while hardly ever losing control.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to choosing an appropriate line, with only minor lapses. The student's pace is usually effective and significant and is sustained for the majority of the run. The student maintains technique, accuracy and consistency in the performance of all skills on most of the more challenging parts of the slope. The application of skill is usually appropriate to the poles/gradient, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often gaining a good time but occasionally losing control.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in the line chosen and they are occasionally not relevant to the demands of the slope. The student's pace is sometimes effective and significant but it is not entirely sustained throughout the run, with the student losing speed during some turns. The student maintains technique and accuracy in the performance of most skills on the slope but it is not always consistent on the more challenging parts. The application of skill is not consistently appropriate to the position of the poles/gradient. The student demonstrates some ability to select and apply appropriate skills, sometimes gaining a good time, though there may be some obvious areas of weakness and they will sometimes lose control.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions in the line chosen but there are significant weaknesses and inconsistencies in their relevance to the demands of the slope. The student's pace is inconsistent throughout the run and only occasionally effective on the most challenging turns. The student shows some technique and accuracy in the performance of some skills on the slope but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of the poles/gradient. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally gains a good time and frequently loses control.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions in the line chosen and they are seldom relevant to the demands of the slope. The student's pace is generally slow and is seldom effective or significant when turning. The student shows only limited technique and accuracy in the performance of a few skills on the slope. The application of skill is rarely appropriate to the position of the poles/gradient. The student demonstrates only very limited ability to select and apply appropriate skills, rarely gaining a good time and usually loses control.
0	0	Nothing worthy of credit.

Squash

Students can be assessed in singles format or in doubles format. They cannot be assessed in both squash singles and in squash doubles.

1. Service – forehand, backhand, variations.
2. Drives – forehand and backhand.
3. Volleys – forehand and backhand.
4. Boasts - forehand and backhand.
5. Lobs/drops - forehand and backhand.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of squash.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations, maintaining quick and effective footwork. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of squash (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent(s). The student's contribution is highly effective, significant and sustained for almost all of the game. They maintain quick and effective footwork. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent(s). The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent(s), while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student's contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Swimming

Students cannot be assessed in synchronised swimming.

1. Starts (dive or backstroke start) and finishes.
2. Arm action.
3. Leg action.
4. Turns.
5. Body position and breathing.

Students should be assessed in **two** different strokes from the following:

- backstroke
- breaststroke
- butterfly
- front crawl.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive swimming race/event.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices in both chosen strokes. The student is consistently effective in applying their technique in both strokes, even when faced with more pressure and direct competition. When performing both chosen strokes, there are very few errors in technique and the student is adaptive when faced with progressively challenging situations, eg can increase pace/intensity/power when necessary. They have an extremely high level of appropriate fitness for both chosen strokes and almost always produce the intended results/accuracy.
4	7–8	The quality of technique is largely maintained for all skills and throughout all practices in both strokes, but starts to deteriorate in the most challenging practices. The student is effective in applying their technique in both chosen strokes, although consistency may start to deteriorate when faced with more pressure and direct competition. When performing both strokes, there are occasional minor errors in technique but the student is largely adaptive when faced with progressively challenging situations, eg can increase pace/intensity/power when necessary. They have a high level of appropriate fitness for both strokes and regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills and throughout most practices in both strokes, but starts to deteriorate in the most challenging practices, particularly for one stroke. The student shows some effectiveness in applying their technique in both chosen strokes, although consistency may start to deteriorate in one stroke in particular when faced with more pressure and direct competition. When performing both strokes, there are minor errors in technique but the student is largely adaptive in one stroke when faced with progressively challenging situations, eg can increase pace/intensity/power some of the time. They have developed some appropriate fitness for both strokes and sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices for both strokes. The student is occasionally effective in both or either stroke, but consistency in both strokes deteriorates when faced with more pressure and direct competition. There may be frequent errors in both strokes and the student is only occasionally adaptive when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary. They occasionally produce the intended results/accuracy in both/either stroke(s).

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills in both strokes and often deteriorates in the most challenging practices. The student is generally ineffective in both strokes and consistency deteriorates when faced with more pressure and direct competition. There are likely to be frequent errors in both strokes and the student may be unable to adapt when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary. They may not produce the intended results/accuracy in either stroke.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in two fully competitive swimming races/events. The two events chosen must involve two different strokes from the table below.

Front crawl	Breaststroke	Backstroke	Butterfly
50 m	50 m	50 m	50 m
100 m	100 m	100 m	100 m
200 m	200 m	200 m	200 m
400 m			
800 m			
1500 m			

The strokes can be assessed through competitive swimming at school or at club level (or higher). Students should demonstrate their ability in both races/events against suitably challenging opponents.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise their performance in both events, achieving very high results. The student's contribution during both events is highly effective and suitably sustained throughout both competitions. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in both events. The application of skill is fully appropriate to the demands of both events. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in maximising their performance to excel against other very high ability competitors.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to maximise their performance in both events, with only minor lapses. They achieve a high level of results. The student's contribution in both events is usually effective and significant and is sustained for the majority of both competitions. The student maintains technique, accuracy and consistency in the performance of all skills in both competitions. The application of skill is usually appropriate to the demands of both events, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often maximising their potential to excel against other high ability competitors.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in one event in particular and they are occasionally not relevant to maximise performance and result. The student's contribution is sometimes effective and significant but it is not entirely sustained in both events. There may be significant lapses. The student maintains technique and accuracy in the performance of most skills in both events but it is not always consistent for one event in particular. The application of skill is not consistently appropriate to the demands of both events. The student demonstrates some ability to select and apply appropriate skills, sometimes maximising their potential, though there may be some obvious areas of weakness in one event. They succeed against good, but not high ability performers.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses in one/both events and inconsistencies in their relevance to maximise performance and result. The student's contribution is evident within both events but only occasionally effective or significant for both. The student shows some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses in both events. The application of skill is only occasionally appropriate to the demands of either event. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally maximises potential in either event. They find success difficult against proficient performers.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to maximise potential in either event with limited results. The student's contribution is evident within both events but is seldom effective or significant for either. The student shows only limited technique and accuracy in the performance of a few skills in both events. The application of skill is rarely appropriate to meet the demands of either event. The student demonstrates only very limited ability to select and apply appropriate skills, rarely maximising potential in either event or against even lower level performers.

Level	Mark	Description
0	0	Nothing worthy of credit.

Table tennis

Students can be assessed in singles format or in doubles format. They cannot be assessed in both table tennis singles and in table tennis doubles.

1. Service – forehand and backhand (with and without spin as appropriate).
2. Drives – forehand and backhand (with and without topspin as appropriate).
3. Push – forehand and backhand (with and without backspin as appropriate).
4. Smash – forehand and backhand (with and without spin as appropriate).
5. Lob – forehand and backhand (with and without spin as appropriate).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of table tennis.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations, maintaining quick and effective footwork. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.

Level	Mark	Description
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of table tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent(s). The student's contribution is highly effective, significant and sustained for almost all of the game. They maintain quick and effective footwork. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent(s). The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent(s), while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student's contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Tennis

Students can be assessed in singles format or in doubles format. They cannot be assessed in both tennis singles and in tennis doubles.

1. Service – power, placement and variation (eg slice).
2. Groundstrokes – forehand, backhand and drop shot.
3. Volleys – forehand and backhand.
4. Smash – to show power and/or placement.
5. Lobs – forehand and backhand.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of tennis.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations, maintaining quick and effective footwork. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent(s). The student's contribution is highly effective, significant and sustained for almost all of the game. They maintain quick and effective footwork. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent(s). The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent(s), while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student's contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Trampolining

- Shapes (minimum two) – straight/tuck/pike/straddle/others.
- Drops (minimum two) – front/back/seat/others.
- Twists (minimum two) – half/full/others.
- Twisting/rotation (minimum two) – half twist to or out of front drop/half twist to or out of back drop, seat half twist to feet/seat half twist to seat (swivel hips)/front drop to seat, cat twist/turntable/others.
- Advanced rotation (minimum one) – front somersault/back somersault/hands, knees and over/barani/others.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the moves in isolation but students should aim to increase height and maintain consistency. All moves have the option of 'others' to allow experienced performers to choose harder moves. However, staff should be suitably qualified to supervise the difficulty level of moves chosen. Assessment must not be based on fully competitive competition. The difficulty tariff of moves selected by the candidate should be considered when marking.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all chosen moves in isolation and at height. The student has decided to perform challenging moves and is consistently effective in their performance of these. There are very few errors in technique and the student is adaptive when adding height, maintaining body shape, control and centred landing. They almost always produce the intended results/accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all chosen moves in isolation but may show signs of deterioration when performed at height. The student has decided to perform challenging moves and is usually effective in their performance of these. There may be occasional minor errors in technique but the student is usually adaptive when adding height, maintaining some body shape, control and centred landing. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most moves but may deteriorate when performed at height. Technique may be noticeably better in some moves more than the others. The student has decided to perform more basic moves and is usually effective in their performance of these. There may be occasional errors in technique and the student is sometimes adaptive when adding height, maintaining some body shape and control but often moving away from the centre cross. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some basic moves but frequently deteriorates when performed at height. The student has decided to perform basic moves and is occasionally effective in their performance of these. There may be frequent errors in technique and the student is only occasionally adaptive when adding height, causing body shape and control to deteriorate. Landings regularly move away from the centre cross. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is evident for a few basic moves but they are not performed at height. The student has decided to perform very basic moves and is hardly ever effective in their performance of these. There are likely to be frequent errors in technique and the student may be unable to adapt when adding height, maintaining little or no body shape or control. Landings are seldom performed on the centre cross. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform a fully competitive 10 bounce routine. Students can choose the content of their routine but it should contain at least one example of each of the core skills. Straight bounces can be used at the beginning of the routine to gain height before the routine starts. The level of competition/tariff difficulty chosen should suitably challenge the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), almost always fully relevant to the demands of a very high level of competition. The student's contribution is highly effective, sustained and at consistent height for almost all of the competition due to a highly developed and specific level of fitness. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during the competition. The application of skill is fully appropriate to maintain body shape, control and centred landings. The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in outperforming other competitors.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), usually relevant to the demands of a high level of competition. The student's contribution is usually effective, sustained and at a consistent height for the majority of the competition due to a good level of specific fitness. The student maintains technique, accuracy and consistency in the performance of all skills during the competition. The application of skill is usually appropriate to maintain body shape, control and centred landings, but there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in outperforming others. Occasionally however, they are outperformed.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography) relevant to the demands of an average level of competition, but there may be some obvious weaknesses. The student's contribution is sometimes effective during the competition but not always sustained at height due to a slight lack of specific fitness. The student maintains technique and accuracy in the performance of most skills during the competition, but they are not always consistent. The application of skill is not consistently appropriate to maintain body shape, control or centred landings. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others, although only low level performers. However, there may be some obvious areas of weakness and they are often outperformed.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of competition. The student's contribution is occasionally effective, but is not sustained at height due to a lack of fitness. The student shows some technique and accuracy in the performance of some skills/techniques during the competition, but they are seldom consistent. The application of skill is not consistently appropriate to maintain body shape and control is often lost. Landings tend to cast away from the centre point. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others. There are likely to be some obvious areas of weakness and they are usually outperformed.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) and they are seldom relevant to the demands of a relatively low level of competition. The student's contribution is seldom effective and is not sustained at a suitable height due to a distinctive lack of specific fitness. The student shows only limited technique and accuracy in the performance of a few skills/techniques during the competition. The application of skill is rarely appropriate to maintain body shape or control. Landings frequently cast away from the centre point. The student demonstrates only very limited ability to perform appropriate skills/techniques, and seldom outperforms anyone of any standard.
0	0	Nothing worthy of credit.

Volleyball

1. Service – underarm and overarm.
2. Dig – one arm/two arm (receiving serve and from team mates).
3. Volley – set, straight, sideways, overhead.
4. Smash/spike.
5. Block – single and double.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (minimum of 4 a-side) volleyball match .

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive volleyball match (minimum 4 a-side), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Specialist activities criteria

Blind cricket

1. Batting (defensive) – front and back foot.
2. Batting (attacking) – front and back foot.
3. Bowling – medium pace or fast pace or spin (line, variation).
4. Throwing and ground fielding in the field (from close, from distance) or stumping and recovery work as a wicket keeper.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (11 versus 11) blind cricket match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive blind cricket match (11 versus 11), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Boccia

1. Sending the ball.
2. Providing scoring opportunities – accuracy and direction.
3. Control of delivery length and speed.
4. Playing to different areas of the court.
5. Preventing scoring opportunities.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full boccia match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive boccia match, demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Goalball

1. Ball control and gaining initial control.
2. Throwing – short, long and high.
3. The ready position.
4. Shooting – short distance, long distance and penalty taking.
5. Defending – forming a barrier and covering the court.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (3 versus 3) goalball match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive goalball match (3 versus 3), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Polybat

1. Service – varying direction, length and speed.
2. Push – forehand and backhand.
3. Block – forehand and backhand.
4. Power shot – forehand and backhand.

Part 1 – Full context (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of polybat.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of polybat singles, demonstrating the appropriate skills against a suitably challenging opponent.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent. The student's contribution is evident within the game but only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent. The student's contribution is evident within the game but is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Powerchair football

1. Control of the ball and receiving the ball.
2. Passing and shooting.
3. Holding ground and closing down.
4. Creating space.
5. Tackling.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (4 versus 4) power chair football match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.

Level	Mark	Description
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive power chair football match (4 versus 4), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.

Level	Mark	Description
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Table cricket

1. Bowling – line and length, biased and non-biased balls.
2. Batting – holding the bat steady, guided push shot, placement.
3. Fielding – active panel fielding to intercept the ball.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (6 versus 6) table cricket match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive table cricket match (6 versus 6), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.

Level	Mark	Description
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Wheelchair basketball

1. Dribbling – two pushes and one bounce, continuous dribble.
2. Passing – chest pass, feed off pass, hand off pass, bounce pass, overhead pass, hook pass.
3. Catching/intercepting – one handed, two handed.
4. Shooting – one handed, two handed, free shot, lay-ups, hook shots.
5. Chair control – defensive, attacking.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (5 versus 5) wheelchair basketball match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive wheelchair basketball match (5 versus 5), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Wheelchair rugby

1. Dribbling – one handed, two handed, front dribble.
2. Passing – flip, chest, bounce, lob, baseball, lead, push, two handed overhead, bump.
3. Catching – one handed, two handed.
4. Picking/blocking/screening.
5. Chair control.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (4 versus 4) wheelchair rugby match.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive wheelchair rugby match (4 versus 4), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is fully appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods. The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.

Level	Mark	Description
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
0	0	Nothing worthy of credit.

Performance analysis assessment (analysis and evaluation) – 25 marks

Students are required to analyse and evaluate a performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification.

Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

This work can be completed in either written or verbal format. If it is written, then written evidence must be available for moderation. If it is completed verbally, then it must be evidenced by an audiovisual recording, which must be available for moderation.

Analysis – strengths and weaknesses (15 marks)

Students are required to analyse a performance in one activity from the specification in order to identify and justify suitable strengths and weaknesses in that performance.

Strengths

With reference to recent competitive performance(s) in the chosen activity, students should identify two strengths.

One strength should be a fitness component (relevant to their chosen activity). Reference should be made to an appropriately relevant and developed fitness component, justifying how it has benefited performance.

One strength should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate), which has been used when performing their chosen activity. If a skill is chosen, reference should be made to the technique used and how that technique benefited performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it benefited performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement benefited performance.

In choosing these strengths, students must fully justify their choices, making reference to the impact and benefit they provided in a recent, fully competitive performance(s).

Weaknesses

With reference to recent competitive performance(s) in the chosen activity, students should identify two weaknesses.

One weakness should be a fitness component (relevant to their chosen activity) where improvement is needed. Reference should be made to an appropriately relevant and developed fitness component, justifying how it has negatively affected performance.

One weakness should be a specific skill (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate) where improvement is needed. If a skill is chosen, reference should be made to the technique used and how that technique hindered performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it hindered performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected performance.

In choosing these weaknesses, students must justify their choices, making reference to how a competitive performance(s) has been negatively affected.

Students should be marked on their analysis of performance using the following descriptors.

Level	Mark	Description
5	13–15	The student has an excellent knowledge and appreciation of the demands of their chosen activity. He/she is fully conversant with the specific movements and terminology used when referring to the activity. The student fully appreciates their own strengths and weaknesses. They are able to provide a clear, detailed and in-depth self-analysis for both strengths and weaknesses. All of the strengths and weaknesses are fully justified with detailed reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness are fully relevant to the activity (and positional role if relevant) and he/she is able to provide strong justification of how they have impacted upon their performance(s).
4	10–12	The student has good knowledge and appreciation of the demands of their chosen activity. He/she is fully conversant with most, though not all, of the specific movements and terminology used when referring to the activity. The student appreciates their own strengths and weaknesses. They are able to provide detailed in-depth self-analysis for most of their strengths and weaknesses, although some are clearer than others. All of the strengths and weaknesses are justified with reference to appropriate competitive/performance situations. Most are detailed. The student's chosen fitness strength and weakness are fully relevant to the activity and he/she is able to justify how they have impacted upon their performance(s).

Level	Mark	Description
3	7–9	The student shows knowledge and appreciation of the demands of their chosen activity but sometimes lacks depth in their explanation. He/she is conversant with many of the specific movements and terminology used when referring to the activity, though terminology is occasionally used imprecisely or unclearly. The student appreciates many of their own strengths and weaknesses. They are able to provide some self-analysis for most of their strengths and weaknesses, although some are considerably clearer than others. Most of the strengths and weaknesses are justified (some fully) with reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness are relevant to the activity and he/she is able to provide some justification of how they have impacted upon their performance(s), though elements of the justification may not be wholly convincing.
2	4–6	The student shows some knowledge and appreciation of the demands of their chosen activity but frequently lacks depth in their explanation. He/she is conversant with some of the specific movements and terminology used when referring to the activity, but they often lack precision and clarity and have confused some terms. The student appreciates some of their own strengths and weaknesses. They have provided a self-analysis for most of their strengths and weaknesses, but there are obvious inconsistencies in the clarity of their responses. Only some of the strengths and weaknesses are justified (generally not with detail) with some reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness show some relevance to the activity but he/she isn't able to provide justification of how they have all impacted upon their performance(s).
1	1–3	The student shows only a limited knowledge and appreciation of the demands of their chosen activity and lacks depth in their explanation. He/she is conversant with a few of the specific movements and terminology used when referring to the activity, but confuses many of the terms and lacks precision and clarity. The student appreciates very few of their own strengths and weaknesses. They have provided a self-analysis for some of their strengths and weaknesses, but few of their responses provide any depth or clarity. The strengths and weaknesses are generally not justified (little detail is provided) with only partial reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness may be relevant to the activity but he/she is not able to provide any valid justification as to how they have impacted upon their performance(s).
0	0	Nothing worthy of credit.

Evaluation – the use of theoretical principles to cause improvement (10 marks)

Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.

This plan of action must include:

- an identification of an appropriate training type to improve the fitness weakness
- a full description of one training session that provides an example of what could be used for the performer
- an explanation of how prolonged use of the identified training type could improve the fitness weakness
- an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness
- an explanation of how the additional specification content selected could lead to improvement of the identified weakness.

Theoretical content chosen must be justified in relation to the identified personal weaknesses with an indication of how improvement is likely to occur.

Students will not be assessed on whether improvement actually occurs.

Students should be marked on their evaluation of performance using the following descriptors.

Level	Mark	Description
5	9–10	The student has chosen an appropriate training type to eradicate their fitness weakness, providing a strong, well detailed justification which fully evaluates their choice. The relevance of the chosen training type is fully applied to the personal needs of the performer. It is wholly personal (not general) and includes detailed and relevant safety considerations. The explanation of how training will be undertaken is detailed and appropriate, providing a thorough explanation of an example session. Suitable intensities have been calculated, fully justified and linked to the needs of the performer. The other theoretical area chosen is relevant, explained in detail and strongly justified in relation to how it could be applied to the performer. The student proposes in detail how improvement can take place using both the training type and the other theoretical area.

Level	Mark	Description
4	7–8	The student has chosen an appropriate training type to eradicate their fitness weakness, justifying their choice with a good level of detail and some evidence of evaluative thinking. The relevance of the chosen training type is applied to the personal needs of the performer. It is mostly personal rather than general and includes some relevant safety considerations. The explanation of how training will be undertaken is appropriate, providing some detail within the explanation of an example session. Suitable intensities have been calculated and linked to the needs of the performer, with some justification. The other theoretical area chosen is relevant, explained in some detail and justified in relation to how it could be applied to the performer. The student proposes how improvement can take place using both the training type and the other theoretical area. However one has more detail than the other.
3	5–6	The student has chosen an appropriate training type to eradicate their fitness weakness, providing some justification and evaluation to support their choice, though it may be lacking some detail and evaluation may be limited. The relevance of the chosen training type is applied to the personal needs of the performer, but not fully. It is mostly personal rather than general and includes some relevant safety considerations, but not in full detail. The explanation of how training will be undertaken is appropriate, providing a general explanation of an example session. Suitable intensities have been calculated with some links to the needs of the performer, but not fully justified. The other theoretical area chosen is relevant, partially explained and justified in relation to how it could be applied to the performer. The student proposes how improvement can take place using both the training type and the other theoretical area. However neither contains a fully detailed response.
2	3–4	The student has chosen a training type which may be appropriate to eradicate their fitness weakness, but the justification of their choice lacks detail and there is little or no evidence of evaluative thinking. The relevance of the chosen training type has some application to the personal needs of the performer, but it is not fully explained. It is mostly general rather than personal and includes some relevant safety considerations, but not in full detail. The explanation of how training will be undertaken is appropriate, but the explanation of the example session lacks detail. Attempts have been made to calculate suitable intensities but the links to the needs of the performer are not fully justified. The other theoretical area chosen is relevant, but it lacks detail and is significantly limited in its justification of how it could be applied to the performer. The student attempts to propose how improvement can take place using both the training type and the other theoretical area. However the explanation lacks sufficient detail to successfully explain this.

Level	Mark	Description
1	1-2	The student has chosen a training type which is unlikely be appropriate to eradicate their fitness weakness. The justification of their choice contains little/no detail and does not demonstrate any evaluative thinking. The relevance of the chosen training type has limited application to the personal needs of the performer. It is wholly general rather than personal and lacks detail about relevant safety considerations. The explanation of how training will be undertaken is limited and the explanation of the example session has little/ no detail. Attempts have been made to calculate suitable intensities which may be wrong, and the links to the needs of the performer have little/no justification. The other theoretical area chosen may be relevant, but it has little/no detail and has no justification of how it could be applied to the performer. The student attempts to propose how improvement can take place using both the training type and the other theoretical area. However both have little/no detail.
0	0	Nothing worthy of credit.

5 Non-exam assessment administration

The non-exam assessment (NEA) for this specification is split into two strands: a practical performance, and an analysis and evaluation of a performance..

Visit aqa.org.uk/8582 for detailed information about all aspects of NEA administration.

The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions and Joint Council for Qualifications (JCQ) instructions.

5.1 Supervising and authenticating

To meet Ofqual's qualification level conditions and requirements:

- **students** must sign the *Candidate record form* (CRF) to confirm that the work submitted is their own
- all **teachers** who have marked a student's work must sign the declaration of authentication on the CRF. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- teachers must ensure that a CRF is provided with each student's work.

Teachers must ensure there is sufficient direct supervision so the work submitted can be confidently authenticated as belonging to the student concerned. Further guidance on supervising and authenticating student work for the performance assessment (practical performance) and the performance analysis assessment (analysis and evaluation) aspects of NEA is provided below.

If a student receives additional assistance which is acceptable within the guidelines for this specification, you should award a mark that represents the student's unaided achievement. You must record the support the student received on the CRF and sign the authentication statement. If the statement is not signed, there is no evidence that the work has been properly authenticated and AQA will set the associated marks to zero.

Performance assessment (practical performance)

Where practical performances have been carried out within the school/college, students must be under direct supervision and the work must be marked by the teacher. The teacher can then be confident the performances are authentic.

Work may be completed outside of school/college without direct supervision for offsite activities and/or activities that cannot be replicated live at moderation. Where an assessed activity has been performed outside of school/college (see [Moderation](#) (page 188) for more detail) an audiovisual recording of that performance must be made. To identify the performance, the student must provide the following information at the start of the recording:

- five digit centre number
- candidate number
- candidate name
- component code
- activity.

To ensure the authenticity of the performance, the student's face must be clearly visible at the start of the recording. If the activity involves multiple competitors, eg team games, the student must stipulate how they can be identified on the recording, eg by a coloured bib or a shirt number. This ensures that the teacher can be confident the performance on the recording is authentic and is by the student. The teacher must use this evidence to mark the student in that activity.

Performance analysis assessment (analysis and evaluation)

Students don't need to be supervised at all times when completing this work. Work may be completed outside of school/college without direct supervision, provided the teacher is confident the work produced is the student's own and marks the student's work. Teachers must be sufficiently familiar with the student's general standard to judge whether the piece of work submitted is within his/her capabilities. Familiarity with the student's general standard will be obtained over the duration of the course of study.

Where this work has been carried out in written format, students must insert the following details on each page of work as a header or footer:

- five digit centre number
- candidate number
- component code.

Where this work has been carried out in verbal format, and been evidenced via an audiovisual recording (see [Moderation](#) (page 188) for more detail), the student must provide the following information at the start of the recording:

- five digit centre number
- candidate number
- candidate name
- component code
- activity.

To ensure authenticity of the work, the student's face must be clearly visible throughout the recording. This ensures the teacher can be confident the performance on the recording is authentic and that of the student.

5.2 Avoiding malpractice

Please inform your students of the AQA regulations concerning malpractice. They must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

If you identify malpractice **before** the student signs the declaration of authentication, you don't need to report it to us. Please deal with it in accordance with your school or college's internal procedures. We expect schools and colleges to treat such cases very seriously.

If you identify malpractice **after** the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from the JCQ website at jcq.org.uk

You must record details of any work which is not the student's own on the front of the (CRF).

You should consult your exams officer about these procedures.

5.3 Teacher standardisation

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation.

For further information about teacher standardisation visit our website at aqa.org.uk/8582

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at pe@aqa.org.uk for details of your adviser.

5.4 Internal standardisation

You must ensure that you have consistent marking standards for all students. One person must manage this process and they must sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or examples from our teacher standardisation.

5.5 Commenting

To meet Ofqual's qualification and subject criteria, you must show clearly how marks have been awarded against the assessment criteria in this specification.

Your comments will help the moderator see, as precisely as possible, where you think the students have met the assessment criteria.

You must record your comments on the *Candidate record form*.

5.6 Submitting marks

You must check that the correct marks are written on the *Candidate record form* and that the total is correct.

The deadline for submitting the total mark for each student is given at aqa.org.uk/keydates

5.7 Factors affecting individual students

Occasional absence: you should be able to accept the occasional absence of students by making sure that they have the chance to make up what they have missed. You may organise an alternative supervised session for students who were absent at the time you originally arranged.

Students not available for moderation: where a student that has been requested to form part of the moderation sample is unavailable for the moderation visit, then the moderator will select an alternative student to make up the sample. The school/college must ensure that the replacement student is available for moderation. This will be in the form of a live performance as part of the visit or through audiovisual evidence. If it is via audiovisual evidence, the school/college must ensure that this evidence is available on the moderation day. The replacement student must have the same mark (or a mark as close as possible to the same mark), as the student originally selected in the sample.

Short term and long term injury: where students are injured for a short period of time, then after they have recovered they should make up what they have missed. If the student is suffering a long term injury, then audiovisual evidence for the performance can be provided, if available and if it meets the authenticity requirements. If there is no audiovisual evidence available, the school can apply for special consideration through AQA. In these circumstances students must complete a minimum of 50% of the overall assessment for the qualification and all of the assessment objectives in the NEA must be covered.

Lost work: if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at aqa.org.uk/eaqa

Special help: where students need special help which goes beyond normal learning support, please use the CRF to tell us so that this help can be taken into account during moderation.

Students who move schools: students who move from one school or college to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early in the course, the new school or college should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated Elsewhere'.

For advice and guidance about arrangements for any of your students, please email us as early as possible at eos@aqa.org.uk

5.8 Keeping students' work

Students' work must be kept under secure conditions from the time that it is marked, with completed CRF. After the moderation period and the deadline for Enquiries about Results (or once any enquiry is resolved) you may return the work to students.

5.9 Moderation

Performance assessment (practical performance) will be moderated by visiting moderation. The performance analysis assessment will be moderated by post. This will be after the deadline date for submission of marks for all assessments. An indication of the timeline for moderation can be found at aqa.org.uk in a document entitled *Non-exam assessment guide: Moderation*.

Performance assessment (practical performance)

At the moderation visit, the moderator will see a sample of student performances. The sample will be made up of students across a range of marks and across a range of activities offered within a school/college and will be selected by the moderator. Schools will send the marks for all of their students, in all three of their activities, to the moderator no later than two weeks prior to the arranged visit. This can be done electronically via email or in hard copy through the post. The moderator will use these marks to select a representative sample. The criteria that the moderator will apply when selecting the sample are:

- the top scoring student overall
- the lowest (non-zero) scoring student overall, in their best activity
- a number of students across a range of marks in between
- and across a range of activities.

Moderators will only see students that form part of the sample in one of their three activities for the purposes of moderation. Ensuring this spread of marks within the sample, across a range of activities, will be the driver behind sampling decisions.

It is the responsibility of the school/college to ensure that the visit is appropriately organised in such a way that students have every opportunity to replicate the level of performance at the time when the mark was awarded by the teacher (students' performances should be marked at a level at which they can perform consistently, so that replication of that level of performance at moderation is realistic). Performances at moderation must clearly show how the student gained the marks awarded by the teacher.

It is the responsibility of the school/college to ensure that an audiovisual recording is made of the performances evidenced at the moderation visit. They must ensure that the footage is clear and of sufficient quality to be adequately reviewed.

For any activities that cannot be replicated live at moderation, schools/colleges must ensure that audiovisual evidence is available. This is to ensure that this work can be moderated if chosen as part of the sample and as a way of authenticating the evidence generated by the student. It is the responsibility of the school/college to ensure that the footage is clear and of sufficient quality to be moderated. It needs to be of sufficient length to show how the student has gained the marks awarded by the teacher. It is the responsibility of the school to ensure that facilities are available at the visit to view any activities that have been evidenced by audiovisual footage and form part of the moderation sample. Where audiovisual evidence is not available for a student assessment in an activity that has been included in the moderation sample, and the activity cannot be replicated live at moderation, the student will receive a mark of zero for their assessment in that activity. Further instructions about filming moderation and activities that cannot be replicated at moderation can be found at aqa.org.uk in a document entitled *Non-exam assessment guide: Moderation*.

At no time during the visit will the moderator discuss marks with teachers/students or give feedback on the accuracy of marking within a school/college. Schools/colleges will only find out the outcome of moderation on results day.

At the end of the visit, the school will provide the moderator with a copy of the audiovisual evidence from the moderation visit and any other audiovisual evidence of activities that formed part of the sample. This is to allow for the completion of all relevant enquiries about results and appeals. If the footage is not clear and of sufficient quality to be adequately reviewed, then a re-moderation will not be possible and the outcome of the original moderation will be upheld.

Before students embark on an activity, which will in due course be assessed, schools/colleges must ensure that there will be no obstacles to the filming of that activity, for example if a swimming pool prohibits filming for child protection reasons or if it is impossible to obtain footage of sufficient quality when filming a student climbing a rock face. If it is not possible to appropriately film an activity for any reason, then students cannot use it as part of their assessment. Students must select a different activity to use as part of their assessment.

Performance analysis assessment (analysis and evaluation)

The moderator sees a sample of student work. The sample will be made up of work from the same sample of students seen for the performance assessment (practical performance).

The performance analysis assessment (analysis and evaluation) can be completed in either written or verbal format. This work must be evidenced, regardless of the format chosen. If it has been carried out in written format, then written evidence of the work must be available. If it has been carried out in verbal format, then an audiovisual recording of the student completing the task must be made. It is the responsibility of the school/college to ensure that the footage is clear and audible. If it is not, you may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all students. It is also the responsibility of the school to ensure that all student work is evidenced. If a student's work is not evidenced and available for moderation, the student will receive a mark of zero for this aspect of the NEA. Further instructions about filming the performance analysis assessment (analysis and evaluation) can be found at aqa.org.uk in a document entitled *Non-exam assessment guide: Moderation*. If the work is not available for a student that has formed part of the sample, either in written format or in audiovisual format where the work has been undertaken verbally, the student will receive a mark of zero for this aspect of NEA.

School and college consortia

If you are in a consortium of schools or colleges with joint teaching arrangements (where students from different schools and colleges have been taught together but entered through the school or college at which they are on roll), you must let us know by:

- filling in the *Application for Centre Consortium Arrangements for centre-assessed work*, which is available from the JCQ website jcq.org.uk
- appointing a consortium co-ordinator who can speak to us on behalf of all schools and colleges in the consortium. If there are different co-ordinators for different specifications, a copy of the form must be sent in for each specification.

We will allocate the same moderator to all schools and colleges in the consortium and treat the students as a single group for moderation.

All the work must be available at the lead school or college.

5.10 After moderation

We will return your students' performance analysis assessment (analysis and evaluation) work to you after the exams. You will also receive a report when the results are issued, which will give feedback on the appropriateness of the tasks set, interpretation of the marking criteria and how students performed in general. Schools/colleges will need to make written performance analysis assessment (analysis and evaluation) work available to AQA in the event of requesting a re-moderation.

We will retain the audio visual recording of the performances seen at moderation, along with any audiovisual evidence for activities that could not be replicated live at moderation but formed part of the sample. This will be for a sufficient period of time to allow for the completion of all relevant enquiries about results and appeals.

To meet Ofqual requirements, as well as for awarding, archiving or standardisation purposes, we may need to keep some of your students' work. We will let you know if we need to do this.

Schools/colleges will only find out the outcome of moderation on results day. Where marking is deemed to be too lenient/severe at moderation, an adjustment to all student marks will be made by

AQA. This will be across the performance assessment (practical performance) and the performance analysis assessment (analysis and evaluation).

6 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

6.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA GCSE in Physical Education	8582	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8279/9.

6.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

6.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

6.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

6.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

6.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

6.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

6.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

6.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

6.8 Private candidates

This specification is not available to private candidates.

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8582

You can talk directly to the Physical Education subject team:

E: pe@aqa.org.uk

T: 01483 477 822