

# **GCE**

## **Physical Education**

January 2009

**Internal assessment guide**

**Edexcel Advanced Subsidiary GCE in  
Physical Education (8PE01)**

First examination 2009

**Edexcel Advanced GCE in  
Physical Education (9PE01)**

First examination 2010



## About this publication

The Edexcel GCE in Physical Education is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

This publication gives guidance on the internally assessed units in the GCE in Physical Education, including activity-specific assessment criteria. It is not intended to act as a substitute for the specification.

This publication should be read in conjunction with the *Edexcel GCE Physical Education Specification*. Please check on the Edexcel website for the latest version.

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For more information on our wide range of support and services for this GCE in Physical Education qualification, visit our GCE website ([www.edexcel.com/gce2008](http://www.edexcel.com/gce2008)).

## Publication updates

This publication is Issue 1 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the publication, Edexcel will inform centres. Changes will also be posted on our website.

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# A Introduction, planning and delivery

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## Introduction

The new subject criteria for GCE in Physical Education has two consequences for students' assessment requirements.

Firstly, students will, through applied experiences, evidence their depth of knowledge and understanding of sports and physical activity, as well as demonstrate their ability to apply skills, knowledge and understanding in sports and physical activity. Students will also be required to demonstrate the ability to analyse and to critically evaluate their selected sport(s) or physical activity.

Secondly, it is a requirement that all students who follow a GCE in Physical Education course be able to experience different roles in sport or physical activities. Students will be required to select from **three** performance roles: performer, leader or official.

Students will be required to evidence their level of knowledge and understanding, and their ability to perform in their chosen performance role(s) through the compilation of a portfolio on CD ROM. The portfolio should contain all completed student tasks and must be submitted for moderation on a CD format disc. Students are encouraged to explore the use of new technology and they have the option to present their internally assessed tasks in a variety of media formats. You can find further guidance on the CD portfolio in this guide (*Section C*).

### Unit 2

Unit 2 of the Advanced Subsidiary course requires students to undertake **four** internally assessed tasks.

- Task 2.1 requires each student to evidence a minimum eight-week commitment to developing their competencies in their two selected performance roles.
- Task 2.2 requires students to complete a 'Local study' in one sport or physical activity.
- Task 2.3 requires students to undertake a 'National study' in one chosen sport or physical activity.
- Task 2.4 requires students to undertake five prescribed 'Performance analysis' exercises.

### Unit 4

Unit 4 of the Advanced course requires students to complete **four** additional internally assessed tasks, while specialising in a single performance area.

- Task 4.1 enables students to further demonstrate their knowledge and understanding by drawing on areas of study completed in Unit 1: Participation in Sport and Recreation, Unit 2: The Critical Sports Performer, and Unit 3: Preparation for Optimum Sports Performance.
- Task 4.1 allows students to plan, perform and evaluate a development plan on an area of weakness in their chosen performance role.

- Task 4.2 enhances the student's ability to understand the context of sport and physical activity globally, through an international study.
- Task 4.3 requires students to perform in one of their chosen performance roles undertaken for Unit 2.
- Finally, in Task 4.4, students will be required to produce a life plan on their present and future participation in sport or physical activity and draw on their knowledge and understanding from throughout the GCE in Physical Education.

## Planning and delivery of Units 2 and 4

The planning, organisation and delivery of the internally assessed units (Units 2 and 4), requires centres to take into consideration a number of issues.

Centre staff need to develop a sound knowledge of the demands and characteristics of each task, which forms part of the internally assessed units. In addition, the delivery of Units 1 and 3 requires centres to draw on examples from a wide range of sports situations and activity-specific contexts.

In delivering practical activities, the following considerations should be taken into account:

- student numbers, staff expertise and previous experience
- the time available, facilities and the existing strengths of students
- the ratio of male/female students
- the range of extra-curricular activities in the centre
- funding, travel constraints and student expectations
- external centre links with sports clubs and the quality of coaching on offer. Centres need to monitor any outside teaching/coaching
- reduced time to complete summer activities
- the possibility of combining some AS/A2 sessions.

Students need to begin compiling portfolio evidence as early as possible. This evidence of performance will be vital for the development of students as they progress from AS to A2.

Throughout Units 2 and 4, students will be involved in practical work. Centres are required to advise students on maintaining their portfolio on CD ROM. The portfolio is a focal point for all students undertaking the AS course and then the A2 course, and while it is not directly assessed, it will give evidence of the **four** tasks that form the basis for decisions on the planning, performing and evaluation of a development plan, which is assessed as part of Unit 4.

The portfolio will also provide evidence of students' experiences and progression over the two years of the course.

## B Internal assessment overview

AS Unit 2: The Critical Sports Performer	Unit code 6PE02	
<ul style="list-style-type: none"> <li>Internally assessed</li> <li>Availability: June</li> <li>First assessment: June 2009</li> </ul>	50% of the total AS marks	25% of the total GCE marks
<p><b>Content summary</b></p> <p>The fundamental aim of this unit is to engage participants in <b>four</b> tasks. These tasks will offer a framework of opportunities to develop practical experiences and conduct independent research into the structure, provision and analysis of physical activity.</p> <p>Students will have the chance to develop their performance in <b>two</b> roles from a choice of <b>three</b> (performer, leader and official) and record their performance over a period of time.</p> <p>They will then undertake a study into the provision for all <b>three</b> roles at a local level, with a focus on the major role undertaken in Task 2.1, followed by a study of the provision for one role at the national level.</p> <p>Lastly, they will produce an analysis of their performances in the first task.</p>		
<p><b>Assessment</b></p> <p>This unit is internally assessed, through a portfolio of evidence, for the <b>four</b> tasks within the unit. Students must complete all <b>four</b> tasks.</p>		

A2 Unit 4: The Developing Sports Performer	Unit code 6PE04	
<ul style="list-style-type: none"> <li>Internally assessed</li> <li>Availability: June</li> <li>First assessment: June 2010</li> </ul>	50% of the total AS marks	25% of the total GCE marks
<p><b>Content summary</b></p> <p>The tasks undertaken in Unit 2: The Critical Sports Performer lay the foundation for students to specialise in one practical performance role and progress this performance, and undertake <b>three</b> further tasks.</p> <p>Students will construct a development plan to progress their performance further as performers, leaders or officials.</p> <p>They will also research <b>one</b> of these roles in an international context, taking in grassroots participation, elite performance and other factors. Students will then continue to refine their performances in <b>one</b> chosen role.</p> <p>Lastly, they will plan their life in physical activity, from their current age and stage in life to the potential opportunities and performance structure open to them, thereby outlining a ‘timeline’, through school, college, university, club, veterans and future roles.</p>		
<p><b>Assessment</b></p> <p>Students must undertake <b>four</b> tasks for assessment in this unit. They are required to submit their completed tasks for internal centre marking using the Edexcel criteria, and for external moderation with evidence being submitted on the student’s CD portfolio.</p>		

## Summary of assessment requirements

### AS Level

Unit 2: The Critical Sports Performer	
<p>This unit is assessed, through a portfolio of evidence, for the <b>four</b> tasks within the unit. Students must complete all <b>four</b> tasks.</p> <p>The total number of marks for each task is listed below. One overall mark out of <b>90</b> is required.</p>	
Task 2.1	<p><b>Personal performance</b></p> <p>This requires students to participate in two personal roles from a choice of <b>three</b> (performer, leader and official). This task is designed to develop their practical performances as performers, leaders or officials. This task is marked out of 30.</p>
Task 2.2	<p><b>Local study</b></p> <p>This task requires students to undertake independent research into the provision (access, opportunities, funding and resources), locally, for one physical activity in all <b>three</b> roles (performer, leader and official). This task will allow students to focus on their major performance role for Task 2.1, while making reference to the other <b>two</b> roles in their chosen sport or physical activity. This task is marked out of 15.</p>
Task 2.3	<p><b>National study</b></p> <p>This builds on Task 2.2 by extending students' opportunities to research the national provision, at elite levels, in at least one of their chosen roles. This task is marked out of 15.</p>
Task 2.4	<p><b>Performance analysis</b></p> <p>This draws heavily on Task 2.1, requiring students to research the methodology and applied processes intrinsic to the completion of an analysis of performance. This analysis can be in either of the students' <b>two</b> selected practical performances. While reflective in nature, it is envisaged that the skills and understanding acquired will provide for further student development. This task is marked out of 30.</p>

Students must submit their portfolio of evidence, which can take a variety of forms, in line with the instructions found in the *Edexcel GCE 2008 – Physical Education: Guidance for Centres on Electronic Submission*, which is available on the Edexcel website.

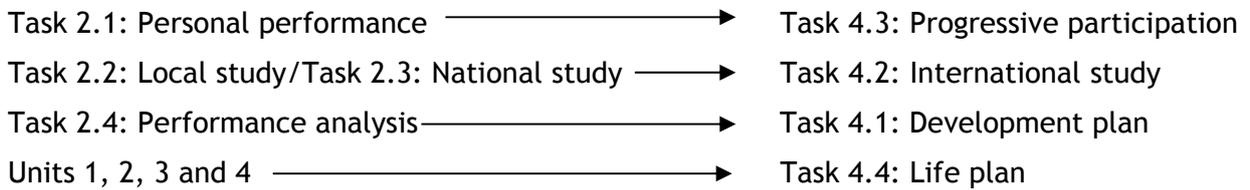
## A2 Level

Unit 4: The Developing Sports Performer	
<p>Students must undertake <b>four</b> tasks for assessment in this unit. They will be required to submit their completed tasks for internal centre marking using the Edexcel criteria, and for external moderation with evidence being submitted on the student's CD portfolio.</p> <p>The total number of marks for each task is listed below. <b>One</b> overall mark out of 90 is required.</p>	
Task 4.1	<p><b>Development plan</b></p> <p>This requires students to plan, research, perform, record, review and evaluate a development plan for one of the roles taken for Task 2.1 (Personal Performance). The development plan will be unique to the individual and will show students how to realise and progress their performance. This task is further divided into <b>three</b> components:</p> <ul style="list-style-type: none"><li>• component one – planning and researching</li><li>• component two – performing and recording</li><li>• component three – review and evaluation.</li></ul> <p>Components one and two are marked out of 20, and component three is marked out of 5, to give an overall mark out of 45. This mark should be compared against the holistic criteria to ensure an accurate grade is awarded.</p>
Task 4.2	<p><b>International study</b></p> <p>This task engages students through independent research and establishes, by expanding on Task 2.2: Local study and Task 2.3: National study, a knowledge and understanding of the opportunities and provisions for mass participation and elite development in another nation. This task is marked out of 15.</p>
Task 4.3	<p><b>Progressive participation</b></p> <p>This task provides further routes for students to continue participating in <b>one</b> chosen role and through progressive practices and competition refine this performance. This task is marked out of 20.</p>
Task 4.4	<p><b>Life plan</b></p> <p>This task requires students to write a 'life plan', the development of which requires independent research into their opportunities for participation. Students should consider different 'age stages', and how they will seek both continued and alternative sporting participation in a variety of roles. This task is marked out of 10.</p>

## Progression from AS to A2

In keeping with the structure of Unit 2, Unit 4 will require students to complete **four** tasks. Each task will develop students' knowledge and experiences of applied sporting contexts.

Below illustrates how the knowledge and skills from tasks and units can help progression to later tasks in the GCE in Physical Education course.



## Progression throughout the course

Details of the knowledge and understanding that students can utilise from Units 1 and 3 to successfully complete Units 2 and 4 are given below.

### Unit 2

#### Task 2.1: Personal performance

- Unit 1 – Performance pathways, the effects of exercise – responses and adaptations, fitness training and assessment

#### Task 2.2: Local study

- Unit 1 – Opportunities and pathways in sport

#### Task 2.3: National study

- Unit 1 – Performance pathways

### Unit 4

#### Task 4.1: Development plan

- Unit 1 – Healthy lifestyles, effects of exercise and adaptations of the body systems, fitness and training, fitness assessment
- Unit 2 – Performance analysis
- Unit 3 – Short- and long-term preparation

#### Task 4.2: International study

- Unit 1 – Opportunities and pathways

#### Task 4.3: Progressive participation

- Unit 2 – Personal performance

#### Task 4.4: Life plan

- Unit 1 – Healthy lifestyles, performance pathways, life-long involvement, long-term athlete development
- Unit 2 – Personal performance and performance analysis
- Unit 3 – Long-term preparation
- Unit 4 – The development plan



## C The CD portfolio and format

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### The CD portfolio

Educational developments now run hand in hand with technological initiatives. Students who complete the internally assessed units are required to compile evidence for these units in their individual CD portfolios (sometimes referred to e-portfolios in textbooks). Centres will be required to monitor, assess and standardise students' work using the established Edexcel criteria and complete the appropriate 'Coursework Record and Authentication Form' (see *Appendix 3*).

Students are free to mix and match the assessment presentation format that best suits their own and their centre's resources and expertise. The portfolio is kept by the student and while it is their responsibility to compile it, it is expected that centres will be proactive in guiding and shaping the portfolio's content through tutored sessions, use of pre-published recording sheets, video clips (Mpeg format) and Jpeg evidence as appropriate.

The centre assessor(s) will be responsible for submitting the portfolio after standardisation to the designated moderator by the published deadline in the year of awarding.

The open-ended nature of the internally assessed tasks for Units 2 and 4 requires students to plan carefully how they will compile evidence of their completion of each task, and it requires students to consistently update the portfolio before final submission.

The portfolio is centre driven, but written by the student. There will be certain standard elements included, but it provides the opportunity for the centre and the student to develop the portfolio in their own unique style.

Students' portfolios might include the following sections:

- their own participation log – including a record of performances in the physical fitness tests related to the measurement and evaluation of exercise and training in Unit 1
- an account of playing performances in their chosen role(s) and activities
- any coaching awards relevant to the specification criteria
- a record of ability in the performance analysis
- match or competitive performance analysis as appropriate
- a record of their development plan
- an evaluative study on improving performance
- the life plan
- the local, national and international studies.

### Format

The nature of the internally assessed tasks, in both the AS and the A2 courses, allows students to select, mix and match a variety of media between tasks. Students should be encouraged to explore the use of PowerPoint presentations, lecture-style deliveries on video, videocasts and podcasts, as well as the traditional written format. Centre assessors are reminded of the need to ensure that they have read the full GCE specification and are familiar with word count limits and the assessment criteria.



## D The participation log

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### Tasks 2.1 and 4.3

Task 2.1 (Unit 2) and Task 4.3 (Unit 4) require students to keep a 'participation log' of their involvement, development and subsequent levels of performance in each of their selected roles from performer, leader and official. The participation log is a formal record of their eight-week development of the skills, knowledge and understanding required to participate at the appropriate level to their abilities. It will also detail a minimum of **three** formal competitive/performance opportunities.

Students are required to combine compulsory and supplementary information so that centres can complete the appropriate marking of student tasks and satisfy the assessment rubric.

Centres should provide details of how students meet the performance benchmark components (*Assessment guidelines* on pages 54-57), for assessment purposes.

Where performance tables exist, in sports such as athletics and swimming, they provide a framework for student assessment in terms of the competitive outcome of their training and development. These tables provide a national standard for the age of the student performer and in the context of the level of both the AS and the A2 qualifications.

### Summer activities

Where a student undertakes a sport or physical activity, such as cricket, canoeing or tennis, that takes place in the period after the submission of the AS CD portfolio (normally in May in the year of the award), the student will be allowed to include evidence as appropriate from the summer period prior to the outset of the AS course. However, one-off performances, such as in athletics (PBs) will need full validation.

For those A2 students undertaking similar summer-based sports or physical activities, then the period between the completion of their AS course and the commencement of the A2 course may be included as evidence in their participation log evidence and formal performances from this period.

# Compulsory and supplementary evidence

## Compulsory evidence

- 1 A critical review of a minimum of **three** formal competitive or applied performance opportunities, reflecting the assessment criteria requirements. This may include fixture lists, performance and/or competition results, league tables, personal bests (PBs) etc.
- 2 A critical review of an eight-week minimum involvement in their selected sport or physical activity that reviews their structured development. This may include, as appropriate, test results, handicaps and ranking documentation, NGB or CSLA awards and evidence of the level of participation of the student.
- 3 A health and safety risk assessment for both the environment and the sport or physical activity selected by the student in each of their chosen roles. This will include evidence of their knowledge and understanding of child protection issues.

## Supplementary evidence

While not compulsory, the supplementary evidence submitted by a student will support and provide a more secure basis from which centre's assessors are able to make informed judgements on the appropriate level of assessment for each of the student's performance roles.

Supplementary evidence may include:

- multi-media evidence, such as video evidence of a particular technique, skill, routine or whole performance, podcast or vidcasts, PowerPoint presentations and audio recordings of assessment review interviews
- Mpegs of participation
- certification of achievements, newspaper reviews, invitation/selection letters, rankings etc
- testimonials from coaches, teachers or sports/physical activity leaders or officials.

## Coursework Record and Authentication Form (CRAF)

This form is provided by Edexcel (see *Appendix 3*).

Centre assessor(s) are required to complete a hard copy of the 'CRAF' for each student. This will give the marks awarded to the student by the centre assessor(s) for each component. The centre will need to designate a single person who will sign the mark verification form following internal standardisation to verify that the work submitted by students is their own work and not plagiarised. This form will be sent to the appointed moderator as a hard copy for each of the selected student's work for moderation, accompanied by their students' CD portfolios.

## Assessment of ‘off-site’ sports or physical activities

Centres are required to guide their students through the compilation of evidence for sport and physical activities that take place outside of the school or college environment. Students will therefore be able to draw on a fuller range of evidence material, such as video Mpeg clips, performance records and formal sport documentation, such as handicap certificates in golf or NGB qualifications. Evidence will be given on the CD portfolio in the student’s own ‘participation log’.

When a student undertakes a sport or physical activity that is beyond the expertise of the centre assessor, it will be a requirement of the centre to make their final mark justification statement in appropriate consultation with the recognised instructors, sport leaders, referees supervisors or trainers responsible for the student’s development.



## E Task requirements

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### AS task requirements

#### Task 2.1: Personal performance

Details relating to this task can be found on *page 22*.

#### Task 2.2: Local study

This task enables students to undertake independent research into the local provision and opportunities for participants in **one** chosen physical activity. Both the grassroots and the first level elite selection should be considered.

The project will reflect the school, college, club and area provisions in terms of facilities, organisations, competitions and performer development in the **three** roles of performer, leader and official. However, it is expected that there may be more information provided, by the student, for the major role undertaken for the AS course and that will probably be the student's preferred role for Task 4.3 (in Unit 4), while suitable references will be made to the other **two** roles.

If the task is presented in a written (continuous prose) format, then 1000 words will be considered an appropriate length.

It is the centre's responsibility to inform students that there is zero tolerance on exceeding the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher/assessors and moderators will discontinue marking once the prescribed word limit of 1000 words is reached.

#### Task 2.3: National study

Students will be required to select **one** chosen role from performer, leader or official and detail the development pathway from initial elite selection (educational establishment first team) to national representation. This project will develop the amateur to professional provisions as appropriate.

Students are required to trace and explain the elite routes for **one** of their chosen personal performance roles (in Task 2.1) and, where possible, to base this task on the national pathways in the UK.

The pathways detailed may involve the structure and function of academies, the training and physical developments available to the student, national governing body provisions and the structure of coaching, coaching awards and official qualifications.

If this task is presented in a written (continuous prose) format, then 1000 words will be considered an appropriate length.

It is the centre's responsibility to inform students that there is zero tolerance on exceeding the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher/assessors and moderators will stop marking once the prescribed word limit is reached.

## Task 2.4: Performance analysis

Students will be required to submit evidence of their ability to undertake a performance analysis in at least one of their chosen roles.

This analysis is designed to engage the student in independent study and enable them to reflect on their strengths and weaknesses, to understand the need for both short- and long-term development, as well as being able to support the performances of others in their chosen physical activity. In doing so, the student will be able to offer pathways for personal development and link these to the other components of this unit.

Centres must give students opportunities to undertake assignments both in the theoretical analysis of their chosen role and through applied tasks. Students will be required to evidence a series of coursework assignments and tasks that serve to develop their performance analysis and will undertake the following five applied assignments.

### Assignment 1

Four core skills are identified and analysed in to their technical, tactical, physiological and mechanical parts. The use of video footage and still photographs of the student, and elite performers for the purposes of comparison, will provide the visual image required as a base for this task.

The use of technical journals and governing body information will prove useful in breaking down the skill into the phases of performance. Students undertaking the role of an official may select the four skills of positioning, verbal communication, physical communication and physiological requirements. A leader such as a coach may select verbal and non-verbal communication, the core skills required for demonstrations or an analysis of coaching styles as the basis of this particular task.

Technical details (regarding preparation, execution and recovery/result in the performance of the skill) could be included in the analysis of the core skills.

The analysis of the four core skills will enable students to develop their knowledge and understanding through a focus on when, where, how and why a core skill is performed.

- Technical – how a skill is performed through the preparation, execution and recovery/result phases? The student can detail the technical coaching points needed for a successful outcome. Athletes in the long jump may look at the run up, take off, flight and landing while a swimmer may wish to focus on the arm and leg actions, trunk and head positioning and finally the timing and breathing patterns of the stroke.
- Tactically – the student will want to establish where and when a skill is to be performed. Where on a court or pitch, the line of approach in a high jump or is the skill an evasive, passive, attacking or defensive one? The work undertaken in this aspect will supplement the analysis in assignment 2.
- Physiologically/mechanically the student will need to analyse how and what major muscles and/or muscle groups are being used, the ranges of movement undertaken such as flexion and extension and what muscle contractions are being used for example: concentric or eccentric, isotonic or isometric? How do they change when the skill moves through its particular phases?

## Assignment 2

The emphasis here is on a tactical analysis. It is an open-ended task designed to allow students the freedom to present evidence on the various structures and pathways for individual or team performances. In traditional mainstream sport, the student can reflect on their own experiences as well as those of elite performers. In health-based activity roles, this could include the physiological base of the performance or the decision-making requirements and considerations in rock climbing, for example. Examples of tactical analysis could include a comparison of the different formations used in a team game, or the options available in set plays such as line outs in rugby union or short corners in hockey.

Specific player roles and responsibilities in attack and defence can also be reviewed in the tactical analysis; details on formations and technical variations can also be included. Through this analysis, students can develop their understanding of how to perform at their level of competition or opportunity. By comparing their performances to those of performers in the level above, students will develop an appreciation of what is required to perform in elite sports or physical activities.

## Assignment 3

This provides an opportunity for students to carry out notational exercises or computer analysis in **one** of their chosen roles. The notational exercises may be based on a whole team, unit or individual. Students may present evidence in a variety of formats and base this on their own or others' experience at a different level of performance. In the role of an official this could be undertaken not only on themselves but also on another official. A leader may wish to complete the task on the participants of the group they are leading in whatever specific capacity undertaken. By undertaking **three** such exercises and it is suggested these are all of the same format each time – comparisons and analysis should be possible.

The notational exercises serve to provide information that is useful to the students. This information, both quantifiable and qualitative, provides for greater understanding of and the development of assignments 1, 4 and 5. It also proves useful when developing an appropriate development plan (Task 4.1 in Unit 4).

## Assignment 4

This focuses specifically on the training requirements for both the individual and a group in order to participate in the selected role. The physiological, tactical and mechanical requirements of sports and activities, in whatever role, are part of the recipe for successful participation. The student may draw on their own experiences and those of others, including elite performers, in order to evidence the requirements. The work undertaken in Unit 1 will be relevant to this task and students may draw on both qualitative and, more probably, quantitative data in order to provide the most appropriate form of analysis. This analysis should use some of the information created from the previous tasks.

In developing the content of this assignment, students are able to record, in their portfolio, a critical review of their experiences in the participation log task (Task 2.1). It also enables them to use additional comparative data to reflect on what can be expected of them from their next level of performance, for example stepping up from a second XI to a first XI, in playing at county or regional level, or when moving into adult sport. Leaders and officials may review the requirements to undertake NGB or other private courses.

## Assignment 5

This final assignment requires students to carry out an analysis of their own and, as appropriate, other performers' strengths and weaknesses. This will enable comparisons to be made and conclusions drawn. The analysis should make full use of all the knowledge and understanding gained from the previous analysis exercise(s) and can be presented in written, digital or photographic format. The performer may wish to highlight their VO<sub>2</sub> max predictions or a range of technical skills as measured by performance outcomes such as personal bests in athletics or through undertaking industry-recognised testing. The official may wish to review a video of their performances, while a leader may wish to use report questionnaires to measure the effectiveness of their coaching.

By structuring this assignment, students may wish to focus on the four core components of a performance that are used in judging a performance for Task 2.1. These components are: physiological, technical, tactical and psychological proficiencies.

Students may wish to consider, for example, the following types of questions as a games player, for their own post-performance analysis as appropriate.

### *Physiology*

- Did I cope physically within the context of the sport, match or physical activity – how good was my **fitness for purpose**?
- Was I able to physically dominate my direct opponent and/or others?
- Was I able to meet the physical demands expected of me regarding my **positional play**?
- Did I tire towards the end of the performance?
- How was I able to **recover** from periods of intense activity?

### *Technical*

- Did I successfully employ my own skill repertoire – core skills?
- Did my techniques hold under **pressure**?
- Was I able to **re-cycle** the ball quickly?
- Did my specific **positional skills** impact upon the success of the group/team?
- What **technical elements** were completed unsuccessfully?
- What did I observe from other performers in terms of technical proficiencies?

### *Tactical*

- Did I make the correct **tactical decisions** both on and off the ball?
- Did I **position** myself as appropriate to **successfully retain or regain** the ball?
- Was I able to execute **pre-rehearsed patterns** of play, moves and/or combinations?
- How good was I at **understanding what my opponents were** aiming to do?
- Was I able to **change my tactics and strategies** to cope with the changing nature of the performance?

## **Psychological**

- How **mentally** prepared was I before the performance?
- Did I keep my **focus/concentration** before, during and after the performance?
- Did the **level of opposition and nature of the event/match** affect my performance?
- Was I able to channel and positively use the **pressure of expectation** for me at my level of performance?
- Was I able to successfully use the **psychological methods** (for example goal-setting, relaxation techniques, mental rehearsal, self-talk) to enhance my performance?

The final review, building on a week-by-week analysis of strengths and weaknesses, may take place in the final few weeks leading up to the submission of the CD portfolio, and act as the student's series of critical summative statements. It will provide the basis for the development plan (Task 4.1 in Unit 4).

Please see *page 35* for guidance on how to calculate marks for the performance analysis.

## **Notes**

Task 2.4 also presents students with the opportunity to build an 'analysis pathway', where a central theme is followed through all five of the individual analysis assignments. For example, a student may select the process of tackling as a performer in rugby union. The five analysis exercises would therefore be as follows.

- The four main forms of tackling – front on, side on, smother and rear tackle. How do I tackle? What are the common and different elements of each tackle? What is the technical, tactical, mechanical and physiological basis of the tackle?
- Where and when may a blitz defence or a drift defence operate and why?
- Three notational exercises or video analysis on the student or a particular team/player regarding tackling.
- An analysis of how to train to improve tackling – what pressure practices, what drills, what coaching points will enhance tackling?
- Why am I good at or bad at tackling – what are my strengths and/or weaknesses?

All these tasks can be backed up by written evidence and exercises, video footage, computer analysis or still photographs of the student's own selection.

## A2 task requirements

### Task 4.1: Development plan

This task requires students to select **one** of the roles undertaken for *Task 2.1: Personal Performance* in Unit 2 and plan, research, perform, record, review and evaluate a related development plan.

Planning and research will form component one. Recording and reviewing will form component two, and the review and evaluation will form component three, as reflected in the mark scheme. The development plan will require the applied use of the appropriate knowledge and understanding related to a specific area, designed to develop the student's performance in their chosen role.

The development plan must be done over an appropriate period, but not less than eight weeks, and evidenced with an evaluation of the outcomes achieved. Students can include testimonial evidence, video and photographic evidence and log details in order to validate the plan.

Please see the specification for further details about the respective requirements for performer, leader and official.

### Task 4.2: International study

This task requires students to select **one** role (performer, leader or official) and to undertake a study of the international setting for their chosen role in **one** physical activity of their choice, in a different nation from that studied in Tasks 2.2: Local study and 2.3: National study in Unit 2.

This study will enable students to draw on their knowledge and understanding of their local and national provision and to study the context, ethos and pathways available in their chosen role in another country.

The international context will involve, where appropriate, grassroots provision, competition formats, labour migration issues, national training provisions and professional sports structures.

In the first instance, students can use secondary sources of information. However, if appropriate, they may also draw on any primary research and personal experiences that, when evidenced, support their writing.

If this task is presented in a written (continuous prose) format, then 1000 words will be considered an appropriate length.

This should not be comparative in nature (ie the student will not be expected to draw any similarities or differences between cultures and nations). The study may include the fundamental ethos of the nation with regard to the physical activity, the role of government and the funding processes involved.

Student evidence can be in the form of a project, a PowerPoint presentation or a lecture recorded on video.

Examples of international studies include:

- the study of local, national and international football in France
- the study of the coaching provisions for basketball in the USA
- the study of rugby union officials in New Zealand.

### **Task 4.3: Progressive participation**

Details relating to this task can be found on *page 22*.

### **Task 4.4: Life plan**

Students will be required in their chosen role of either performer, leader or official to detail a life plan that traces their development from the outset of the AS course to the potential opportunities and performance structure open to them. Thereby, outlining a 'time line' through school, college, university, club, veterans and future roles.

Students may wish to consider a change of roles to accommodate injury, ageing and lifestyle developments.

Students will be able to detail their aspirations along with the opportunities and barriers to long-term involvement.

Students may wish to include factual information related to both general and specific health trends, injury rates, participation rates and other knowledge acquired from Units 1 and 3, as well as associated national governing body data.

This task will be both reflective and analytical in nature, responding to the current trends and developments regarding participation in sports and physical activity. In addition, the work undertaken in Unit 1 (Section 1.2) will provide students with a factual and informative base to outline their own potential pathways. Information on rising obesity rates and other health issues will also be relevant to this task. While some conjecture may exist over potential injuries and changes in family circumstances, this task is intended to be a synoptic overview of the student's involvement in sport or physical activity.

## Tasks 2.1: (AS) and 4.3 (A2)

### Guidance on how to fulfil the progressive performance participation expectations

#### Performer

As performers, students will be expected to progress through the GCE in PE course and focus their developments in the following areas:

- short-term preparation – how to prepare for training, performances and recovery afterwards (warming up, cool down and recovery)
- long-term training – the use of planned and systematic programmes designed to enhance all aspects of students' ability to participate
- physiological – the ability to maximise the body, its systems and functions (for example improving physiologically by gaining weight)
- increasing strength to possess a high level of 'fitness for purpose'
- technical – an accepted formal description of procedure in motor skill production (ie, what can they do to improve technical proficiency?)
- tactical – the ability to construct appropriate plans of action, such as game plans, or interpret and counteract those of others
- psychological – the ability to maximise the mind in order to produce optimum performances
- dominant performances – when performing, they will be able to produce their typical performance when demanded
- the pressure of expectation – when demanded, they will invariably produce a performance in line with their abilities.

#### Leader

As leaders, students will need to become positively involved in a sport or physical activity environment and will need to demonstrate the following:

- applied knowledge and understanding – using what they know about a sport or activity to influence or change both the physical and psychological behaviour of others
- proficiency in communicating – a measure of how effective they are at making others understand thoughts, ideas and decisions
- organisational abilities – a measure of ability in managing others and/or completing a task
- motivational skills – the ability to use methods and strategies to inspire others to produce or give their best
- a working knowledge of health and safety issues and matters of child protection.

## Official

As officials, students will be required to actively officiate at a formal physical activity event and demonstrate the following:

- extensive knowledge and understanding – a measure of knowledge and its application in their selected role
- authority – how well they apply and use the responsibilities and expectations of themselves and others and control both the event, or physical activity, as well as the participants
- communication – a measure of their ability to make their thoughts and actions understood
- positioning – the ability to be in the right place at the right time to officiate
- signalling – a measure of non-verbal communication
- pre-and post-officiating protocols (the ability to structure the environment to facilitate the successful commencement of a physical activity)
- an understanding of performance demands – it is essential to understand the expectation and pressures facing the participant(s) in a physical activity
- a working knowledge of health and safety issues and matters of child protection.

## Guidance on leadership and official roles

Students undertaking performance roles as either a leader or an official in both the AS and the A2 course will be required to evidence in their portfolios a minimum of eight weeks' development through the applied involvement in a recognised physical activity and through a series of formal performance opportunities. Students will be free to select any role that directly involves them in applied use of the knowledge and understanding they have in relation to a physical activity option.

### Leadership roles

Leadership roles include trainer, coach, sports video analyst or managing an event such as an athletics competition or a house match programme. Students completing externally verified courses such as CSLA will be required to evidence this in their portfolio for the purposes of moderation.

### Official roles

Official roles include a formal referee or umpire, judge or other individual who is directly involved in decision making. Roles such as those of 'recorders of fact', for example time keepers or scorers are not suitable for assessment.

## AS/A2 progression and performance assessment

Students undertaking Unit 4 will specialise in a single performance role. This will allow them to evolve into more knowledgeable and able participants, and contributors to a single physical activity.

It is envisaged that students will, therefore, begin the GCE A2 course in one mark band below that awarded for the AS course. For example, an AS student awarded 14 out of 15 at Advanced Subsidiary level would have been placed in the band 13-15. At the start of the A2 course they would be placed, albeit provisionally, in mark band 13-16.

Centres need to take into account, when making their initial assessment of students, any specific attainments achieved during the end of the AS course and the start of the A2 course. These may include, for example, gaining a governing body qualification or the completion of a summer-based sport such as athletics. Over the life span of Unit 4, students will seek opportunities to further develop in their chosen role and potentially gain placement in a higher mark band, thus showing progression from the final AS mark to the final A2 mark in four key areas:

- increased physiological status – maturation
- increased psychological expertise
- increased technical and tactical proficiency
- increased knowledge and understanding of the sphere of performing in their activity.

This enhancement in performance is based on three assumptions.

- 1 Performers will now only select **one** performance role and therefore this will be in their dominant role from the AS course and consequently they have the chance to devote more time to enhancing this role.
- 2 Students will be one year older and more developed physiologically, technically, tactically and psychologically.
- 3 Students will have completed a development plan, *Task 4.1*, designed to enhance their performance.

## **F Assessment criteria**

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### **Using the assessment criteria**

Centres will undertake assessment of their students in the internally assessed tasks. Centres will be required to record and compile students' ongoing and terminal assessments using the appropriate Edexcel mark sheets. These will be submitted to the appropriate moderator before the published deadline in May of the year of awarding.

The banded assessment criteria will enable centre assessors to identify strengths and weaknesses in a student's performance. The criteria reflect the core and fundamental pre-requisites of a successful reflective participant, while supporting the holistic nature of the Edexcel specification. The descriptive statements in the mark bands define the outcomes expected from students in the final submission and assessment of their selected tasks.

### **Glossary of terms used in assessment**

#### **Structured practices**

These are opportunities for individuals and/or groups to engage in an organised performance environment in order to enhance and refine such performances in relation to their physiological knowledge, understanding and skills of the participants. In addition, psychological developments will also be evident.

#### **Organised performances**

These are situations where individuals and/or groups are able to produce a planned response to a particular set of circumstances. This may include a match in squash, the completion of a dance routine or the challenge of completing a timed walking expedition.

## Assessment criteria for tasks

<b>AS Task 2.1: Personal performance – ‘performer’ (AO1, AO2)</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	<p>The student has produced a performance in line with a beginner in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this performance being centred on a poor standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a poor level of application of knowledge and understanding related to their physical activities.</p> <p>Where competition exists, the student has been able to produce very inconsistent performances in a variety of competitive formats and is invariably unable to cope with the pressure of expectation to achieve any successes at their level of performance/participation. Where competition does not exist, the student will have produced performances of a level in line with a beginner, providing for a final and summative assessment relative to their physical activity.</p>
<b>4-6 marks</b>	<p>The student has produced a rudimentary level of inconsistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this performance being centred on an average but limited standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a rudimentary level of application of knowledge and understanding related to their physical activities.</p> <p>Where competition exists the student has been able to produce reasonably consistent performances in a variety of competitive formats and is invariably able to cope with the pressure of expectation to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a rudimentary level of accumulative performances, providing for a final and summative assessment relative to their physical activity.</p>
<b>7-9 marks</b>	<p>The student has produced a good level of consistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this being centred on a good standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a good level of application of knowledge and understanding related to their physical activities.</p> <p>Where competition exists the student has been able to produce reasonably consistent performances in a variety of competitive formats and is invariably able to cope with the pressure of expectation to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a good level of accumulative performances, providing for a final and summative assessment relative to their physical activity.</p>
<b>10-12 marks</b>	<p>The student has produced a high level of consistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this being centred on a very good standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a high level of application of knowledge and understanding related to their physical activities.</p> <p>Where competition exists the student has been able to produce consistent performances in a variety of competitive formats and is able to cope with the pressure of expectation to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a high level of accumulative performances, providing for a final and summative assessment relative to their physical activity.</p>

<b>AS Task 2.1: Personal performance – ‘performer’ (AO1, AO2)</b>	
<b>13-15 marks</b>	<p>The student has produced a very high level of consistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this being centred on a high standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, the student will demonstrate a very high level of application of knowledge and understanding related to their physical activities.</p> <p>Where competition exists, the student has been able to produce dominant performances in a variety of competitive formats and is able to respond to, and use, the pressure of expectation to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a very high level of performances over time, providing for a final and summative assessment relative to their physical activity.</p>

<b>AS Task 2.1: Personal performance – ‘leader’ (AO1, AO2)</b>	
<b>0 marks</b>	Student’s performance as a leader is not worthy of credit.
<b>1-3 marks</b>	The student has produced a performance in line with a beginner in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through a basic level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is rarely able to recognise and act upon the strengths and weaknesses of the group, team or individual, and has very limited communication skills and organisational abilities, while demonstrating minimal motivational skills.
<b>4-6 marks</b>	The student has produced a rudimentary level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through an emerging level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is sometimes able to recognise and act upon the strengths and weaknesses of the group, team or individual and has limited communication skills and organisational abilities while demonstrating few motivational skills.
<b>7-9 marks</b>	The student has produced a good level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through a sound level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is normally able to recognise and act upon the strengths and weaknesses of the group, team or individual and is developing communication skills. They display good organisational abilities and motivational skills.
<b>10-12 marks</b>	The student has produced a high level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through an informed level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is able to recognise and act upon the strengths and weaknesses of the group, team or individual and is proficient in communicating, displaying very good organisational abilities and motivational skills.
<b>13-15 marks</b>	The student has produced a very high level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through a high level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is fully able to recognise and act upon the strengths and weaknesses of the group, team or individual and is highly proficient in communicating, displays extensive organisational abilities and motivational skills.

<b>AS Task 2.1: Personal performance – ‘official’ (AO1, AO2)</b>	
<b>0 marks</b>	Student’s performance as an official is not worthy of credit.
<b>1-3 marks</b>	The student has produced a performance in line with a beginner officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates a very limited knowledge and understanding of the rules/laws of the selected physical activity and can rarely impose authority when required to ensure that the performance is successful. The student has poor communication, positioning and signalling skills as appropriate to the level of competition and their experience and will have no recognised NGB qualification(s). The student can very rarely be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet reasonable standards. The student has a scant awareness of the performance demands required of the activity’s participant(s).
<b>4-6 marks</b>	The student has been able to produce a rudimentary standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates an emerging knowledge and understanding of the rules/laws of the selected physical activity and can only occasionally impose authority when required to ensure that the performance is successful. The student has limited communication, positioning and signalling skills as appropriate to the level of competition and their experience and will probably not hold recognised NGB qualification(s). The student can rarely be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet reasonable standards. The student has a limited awareness of the performance demands required of the activity’s participant(s).
<b>7-9 marks</b>	The student has been able to produce a good standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates a sound knowledge and understanding of the rules/laws of the selected physical activity, and can usually, but not always, impose authority when required to ensure that the performance is successful. The student has good communication, positioning and signalling skills as appropriate to the level of competition and their experience but may not hold recognised NGB qualification(s). The student can generally be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet reasonable standards. The student has a limited awareness of the performance demands required of the activity’s participant(s).
<b>10-12 marks</b>	The student has been able to produce a high standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates a proficient knowledge and understanding of the rules/laws of the selected physical activity and can, on most occasions, impose authority when required to ensure that the performance is successful. The student has very good communication, positioning and signalling skills as appropriate to the level of competition and their experience and/or recognised NGB qualification(s). The student can usually be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet very good standards. The student has an awareness of the performance demands required of the activity’s participant(s).
<b>13-15 marks</b>	The student has been able to produce a very high standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates an extensive knowledge and understanding of the rules/laws of the selected physical activity and can always impose authority when required to ensure that the performance is successful. The student has excellent communication, positioning and signalling skills as appropriate to the level of competition and their experience and/or recognised NGB qualification(s). The student always carries out their responsibilities with the necessary uniform, equipment and pre-officiating protocols, as required to meet the highest standards. The student has a full awareness of the performance demands required of the activity’s participant(s).

<b>AS Task 2.2: Local study (AO1, AO2)</b>	
<b>0 marks</b>	The local study is not worthy of credit.
<b>1-3 marks</b>	<p>The student has demonstrated a limited level of knowledge and understanding of the local provision in their chosen physical activity. The task largely failed to explore the provision, opportunities and resources available at grassroots level and at the first level of elite representation. The student will have been unable to establish the provision and opportunities available at school and/or college and clubs and the wider provision and the opportunities available through both public and private facilities and resources, including the part played by the voluntary sector. Thus there will be significant omissions.</p> <p>The student will have made scant reference to the various schemes open to participants, the funding of such provision and the additional agencies and bodies involved. The student will have undertaken only a simple review or reference to the provisions and opportunities for athletes with disabilities and to any gender issues. The student may have made no critical comments and where evident they will include simplistic critical comments on their findings. In completing the task the student will have omitted factual detail and made no reference to the development opportunities in at least one of their chosen roles as selected for Task 2.1. The task may not include an appropriate bibliography.</p>
<b>4-6 marks</b>	<p>The student has demonstrated a moderate level of knowledge and understanding of the local provision in their chosen physical activity. The task has attempted to explore with limited success the provision, opportunities and resources available at grassroots level and at the first level of elite representation. The student may have attempted to establish the provision and opportunities available at school and/or college and clubs and the wider provision and the opportunities available through both public and private facilities and resources, including the part played by the voluntary sector, although there will be significant omissions.</p> <p>The student will have made limited reference to the various schemes open to participants, the funding of such provision and the additional agencies and bodies involved. The student will have made little reference to the provisions and opportunities for athletes with disabilities and to any gender issues. The student will have made only simplistic critical comments on their findings. In completing the task the student will have made few factual inclusions and made limited reference to the development opportunities in at least one of their chosen roles as selected for Task 2.1. The task may not include an appropriate bibliography.</p>
<b>7-9 marks</b>	<p>The student has demonstrated a good level of knowledge and understanding of the local provision in their chosen physical activity. The task has attempted to explore with some success the provision, opportunities and resources available at grassroots level and at the first level of elite representation. The student will have attempted to establish the provision and opportunities available at school and/or college and clubs and the wider provision and the opportunities available through both public and private facilities and resources, including the part played by the voluntary sector, although there will be clear omissions.</p> <p>The student will have made some reference to the various schemes open to participants, the funding of such provision and the additional agencies and bodies involved. The student will have attempted to make reference to the provisions and opportunities for athletes with disabilities and to any gender issues. The student has included some critical comment on their findings. In completing the task the student has included examples of factual detail and made limited reference to the development opportunities in at least one of their chosen roles as selected for Task 2.1. The task contains an appropriate bibliography.</p>

<b>AS Task 2.2: Local study (AO1, AO2)</b>	
<b>10-12 marks</b>	<p>The student has demonstrated a high level of knowledge and understanding of the local provision in their chosen physical activity. The task has explored with some success the provision, opportunities and resources available at grassroots level and at the first level of elite representation. The student will have been able to establish the provisions and opportunities available at school and/or college and clubs and the wider provision and the opportunities available through both public and private facilities and resources, including the part played by the voluntary sector, although there will be some omissions. The student will have made reference to the various schemes open to participants, the funding of such provisions and the additional agencies and bodies involved.</p> <p>The student will have made reference to the provisions and opportunities for athletes with disabilities and to any gender issues. The student has made some critical comment on their findings. In completing the task, the student has included a range of factual detail and in most areas made reference to the development opportunities in at least one of their chosen roles as selected for Task 2.1. The task contains an appropriate bibliography.</p>
<b>13-15 marks</b>	<p>The student has demonstrated a very high level of knowledge and understanding of the local provision in their chosen physical activity. The task has fully explored the provision, opportunities and resources available at grassroots level and at the first level of elite representation. The student will have established the provision and opportunities available at school and/or college and clubs and the wider provision and opportunities available through both public and private facilities and resources, including the part played by the voluntary sector.</p> <p>The student will have made full reference to the various schemes open to participants, the funding of such provision and the additional agencies and bodies involved. The student will have fully explored the provision and opportunities for athletes with disabilities and made reference to any gender issues. The student has made appropriate critical comments on their findings. In completing the task, the student has included significant factual detail and in all areas made reference to the development opportunities in at least one of their chosen roles as selected for Task 2.1. The task contains an extensive bibliography.</p>

<b>AS Task 2.3: National study (AO1, AO2)</b>	
<b>0 marks</b>	The national study is not worthy of credit.
<b>1-3 marks</b>	The student has demonstrated a limited level of knowledge and understanding of the national provision in their chosen physical activity. The task has largely failed to explore, the structures, pathways and provisions for either a performer, leader or official to progress from first-level elite representation through to area, county, regional and national selection, although there will be significant omissions. The student may have attempted to establish the role and functions of sporting academies and the process of talent identification. The task fails to contain detailed information pertaining to the role played by schools, clubs, area and county associations and the part played by national governing bodies and professional structures. The student will have made scant reference to the various schemes open to participants, the funding of such provisions and the additional agencies and bodies involved. The student will have made mention of, in no detail and where applicable, the elite provisions and opportunities for athletes with disabilities in their physical activity and/or participation role and made no reference to any gender issues. The student will have included no critical comments on their findings. In completing the task the student will have omitted factual details. The task may not contain an appropriate bibliography.
<b>4-6 marks</b>	The student has demonstrated a moderate level of knowledge and understanding of the national provision in their chosen physical activity. The task has attempted to explore, with limited success and detail, the structures, pathways and provisions for either a performer, leader or official to progress from first-level elite representation through to area, county, regional and national selection, although there will be clear omissions. The student may have attempted to establish the role and functions of sporting academies and the process of talent identification. The task fails to contain detailed information pertaining to the role played by schools, clubs, area and county associations and the part played by national governing bodies and professional structures. The student will have made little reference to the various schemes open to participants, the funding of such provisions and the additional agencies and bodies involved. The student will have made mention of, in no detail and where applicable, the elite provisions and opportunities for athletes with disabilities in their physical activity and/or participation role and made reference to any gender issues. The student will have included simplistic critical comments on their findings. In completing the task the student has included few factual details. The task may not contain an appropriate bibliography.
<b>7-9 marks</b>	The student has demonstrated a good level of knowledge and understanding of the national provision in their chosen physical activity. The task has attempted to explore the structures, pathways and provisions for either a performer, leader or official to progress from first-level elite representation through to area, county, regional and national selection, although there will be clear omissions. The student will have attempted to establish the role and functions of sporting academies and the process of talent identification. The task contains some information pertaining to the role played by schools, clubs, area and county associations and the part played by national governing bodies and professional structures. The student will have made some reference to the various schemes open to participants, the funding of such provisions and the additional agencies and bodies involved. The student will have made mention of, in no detail and where applicable, the elite provisions and opportunities for athletes with disabilities in their physical activity and/or participation role and made reference to any gender issues. The student has included some critical comments on their findings. In completing the task the student has included some factual detail. The task contains a bibliography.

<b>AS Task 2.3: National study (AO1, AO2)</b>	
<b>10-12 marks</b>	<p>The student has demonstrated a high level of knowledge and understanding of the national provision in their chosen physical activity. The task has explored the structures, pathways and provisions for either a performer, leader or official to progress from first-level elite representation through to area, county, regional and national selection, although there may be some omissions. The student will have attempted to establish the role and functions of sporting academies and the process of talent identification. The task explores relevant information pertaining to the role played by schools, clubs, area and county associations and the part played by national governing bodies and professional structures. The student will have made some reference to the various schemes open to participants, the funding of such provisions and the additional agencies and bodies involved. The student will have explored, where applicable, the elite provisions and opportunities for athletes with disabilities in their physical activity and/or participation role and made reference to any gender issues. The student has been able to make some critical comments on their findings. In completing the task the student has included a range of factual detail. The task contains an appropriate bibliography.</p>
<b>13-15 marks</b>	<p>The student has demonstrated a very high level of knowledge and understanding of the national provision in their chosen physical activity. The task has fully explored the structures, pathways and provisions for either a performer, leader or official to progress from first-level elite representation through to area, county, regional and national selection. The student will have established in detail the role and functions of sporting academies and the process of talent identification. The task fully explores relevant information pertaining to the role played by schools, clubs, area and county associations and the part played by national governing bodies and professional structures.</p> <p>The student will have made full reference to the various schemes open to participants, the funding of such provisions and the additional agencies and bodies involved. The student will have fully explored, where applicable, the elite provisions and opportunities for athletes with disabilities in their physical activity and/or participation role and made reference to any gender issues. The student has been able to make appropriate critical comments on their findings. In completing the task the student has included significant factual detail. The task contains an extensive bibliography.</p>

<b>AS Task 2.4: Performance analysis (AO1, AO2, AO3)</b>	
<b>0 marks</b>	Analysis is not worthy of credit.
<b>1-6 marks</b>	The student has produced a limited standard of analysis tasks which have enabled them to demonstrate a very limited knowledge and understanding of their chosen performance role. This understanding has no real technical accuracy and is lacking in any depth. The range of information is limited and the clarity and use of appropriate presentation formats are very simplistic in design. In undertaking their analysis the student has largely been unable to show any application to their performance. The student will need constant prompting from others in order to discuss more complex situations or scenarios when applied to the normal level of participation. The analysis tasks will, in most cases, be incomplete, and will have enabled the student to apply only a basic level of knowledge and understanding in attempting to raise and develop their practical performance. Through application they have been unable to influence the performance of others. The analysis tasks will contain few, if any, references and a limited bibliography.
<b>7-12 marks</b>	The student has produced a moderate standard of analysis tasks which have enabled them to demonstrate a limited knowledge and understanding of their chosen performance role. This understanding has some technical accuracy and lacks real depth, while the range of information is indifferent. The clarity and use of appropriate presentation formats are simplistic in design. In undertaking their analysis the student has only occasionally shown a limited application to their performance and will need a significant level of prompting from others in order to discuss more complex situations or scenarios beyond their normal level of participation. The analysis tasks will in some cases be incomplete, therefore the student will have applied only a limited level of knowledge and understanding in attempting to raise and develop their practical performance. Through application they have largely been unable to influence the performance of others. The analysis tasks will contain limited references and limited bibliography.
<b>13-18 marks</b>	The student has produced a good standard of analysis tasks which have enabled them to demonstrate a general understanding of their chosen performance role. This understanding has reasonable technical accuracy and some depth, while the range of information is good and the clarity and use of appropriate presentation formats are basic in design. In undertaking their analysis the student has been able, at times, to show some relevant application to their own performance. However, they will still need prompting in the more complex situations or scenarios when in discussion with others. The range of analysis tasks may include some that are incomplete, therefore students will have been able to apply only some of their knowledge and understanding in raising and developing their practical performance. Through application they will have achieved only limited success in being able to influence the performance of others. The analysis tasks will contain references and a bibliography.
<b>19-24 marks</b>	The student has produced a very good standard of analysis tasks which have enabled them to demonstrate a clear knowledge and understanding of their chosen performance role. This understanding has acceptable technical accuracy and depth, and the range of information is very good. The clarity and use of appropriate presentation formats are acceptable. In undertaking their analysis the student has been able to show and discuss with their centre staff or others relevant application to their own performance. However, they may still need a little prompting in the more complex situations or scenarios beyond their normal level of participation. The completed analysis tasks have enabled the student to apply their knowledge and understanding in raising and developing their practical performance. Through application they have on occasions been able to influence the performance of others. The analysis tasks will be referenced and contain an appropriate bibliography.

<b>AS Task 2.4: Performance analysis (AO1, AO2, AO3)</b>	
<b>25-30 marks</b>	The student has produced a very high standard of analysis tasks which have enabled them to demonstrate a significant level of knowledge and understanding in their chosen performance role. This understanding has clear technical accuracy and depth, the range of information is extensive and there is clarity. The student selects and uses both varied and appropriate presentation formats. In undertaking their analysis the student has been able to demonstrate and discuss with their centre staff or others full and extensive application to their own performance and to scenarios. The student will have fully completed all analysis tasks. These will have enabled the student to apply their knowledge and understanding in raising and developing their practical performance to a significant degree. In addition, through application, they are able to successfully influence the performance of others. The analysis tasks will be fully referenced and contain an extensive bibliography.

### Calculation of marks for Task 2.4: Performance analysis

The fundamental nature of Task 2.4 engages students in **five** prescribed assessment tasks. Given the broad diversity of the personal performance sports or physical activities open to students, the range of roles that can be undertaken while leading in physical activity, and the unique nature of officiating, a common set of criteria allows application to all five tasks in any of the three participation roles.

Each assessment task has a total mark of **six** which is divided into three criteria. Centres are required to assess the evidence of the task undertaken in relation to the relevance and context to the student's chosen performance role and their standard or level of participation. In making such judgements centre assessor staff must also make reference to the complexity of the tasks completed.

### Assessment rubric

Students are required to complete the five stated analysis exercises. Task 2.4 is worth a total of 30 marks. This mark can be calculated, as illustrated below, by marking each exercise out of six, and combining these marks to achieve a mark out of 30.

<b>Criteria</b>		<b>Mark</b>
1	Clarity of presentation and technical accuracy	0-2
2	Breadth and depth of information	0-2
3	Relevance to student's development as a performer	0-2

<b>A2 Task 4.1: Development plan (AO1, AO2, AO3)</b>	
<b>0 marks</b>	The development plan is not worthy of credit.
<b>1-9 marks</b>	The student has produced a development plan of a limited standard. The aim (or aims) may be clear and may be appropriate to the student's chosen role of the performer, leader or official. The development plan has largely been constructed using simple physiological, technical or psychological principles and the research has not been referenced. The level of planning is very simplistic in its detail and will not be fully appropriate. The development plan lacks demand and may not have been completed by the student, with some absences from class seen over what may not have been a suitable period of time. The student will have used only simple methodologies and may not be aware of alternative scientific equipment and cutting-edge methodologies, technology and training equipment. The student will have been able to offer to their centre staff no clear insight into their outcomes and the effect these have had on progressing their chosen role, beyond the written limits of the plan. The selection of appropriate methodologies in order to validate the effectiveness of the development plan will not have been undertaken in an applied manner, with more suitable alternatives possible. The development plan lacks references, with no clear indications as to the effect this has had on progressing the student's performance role. The development plan if repeated will need modifications and the evaluation contains no critical comment. On completion, the student has been able to demonstrate a very basic level of knowledge and understanding of the demands of their performance role. The plan may not contain a bibliography.
<b>10-18 marks</b>	The student has produced a development plan of a moderate standard. The aim (or aims) may be clear and may be appropriate to the student's chosen role of the performer, leader or official. The development plan has largely been constructed using simple physiological, technical or psychological principles and the research has not been fully referenced. The level of planning is sound in its detail. The development plan, while demanding, may not have been completed by the student. The period of time may not have been suitable, and there may be some absences. The student will probably have used simple methodologies and may not be aware of alternative scientific equipment and cutting-edge methodologies, technology and training equipment. The student will have been able to offer to their centre staff only a simple level of insight as to their outcomes and the effect these have had on progressing their chosen role beyond the written limits of the plan. The selection of appropriate methodologies in order to validate the effectiveness of the development plan may not have been undertaken in an applied manner with more suitable alternatives possible. The development plan lacks full references, with no clear indications as to the effect this has had on progressing their own performance role. The development plan, if repeated, will need modifications and the evaluation contains little or no critical comment. On completion, the student has, been able to demonstrate a basic level of knowledge and understanding of the demands of their performance role. The plan may not contain a bibliography.
<b>19-27 marks</b>	The student has produced a development plan of a good standard. The aim (or aims) is clear and appropriate to the student's chosen role of performer, leader or official. The development plan has largely been constructed using, in the main, appropriate physiological, technical or psychological principles and the research has been, to some extent, carried out with appropriate references. The level of planning is sound to good in its detail, with only minor errors. The development plan, while demanding, has been completed by the student with only a few, if any, absences over a suitable period of time. Where applicable, scientific equipment and cutting-edge methodologies, technology and training equipment have been used. The student will have been able to offer a sound to good level of insight into their outcomes and the effect these have had on progressing their chosen role to their centre staff beyond the written limits of the plan. The selection of appropriate methodologies in order to validate the effectiveness of the development plan has been undertaken in an applied manner, although more suitable alternatives may have been possible. The development plan is referenced with specific indications as to the effect this has had on progressing the student's performance role. The development plan, if repeated, will need some modifications and the evaluation should but may not contain detailed critical comment. On completion, the student has been able to demonstrate a sound to good level of knowledge and understanding of the demands of their performance role and the plan includes an appropriate bibliography.

<b>A2 Task 4.1: Development plan (A01, A02, A03)</b>	
<b>28-36 marks</b>	<p>The student has produced a development plan of a high standard. The aim (or aims) is clear, concise and appropriate to the student's chosen role of performer, leader or official. The development plan has largely been constructed using appropriate physiological, technical or psychological principles and the research has been carried out with appropriate references. The level of planning is good in its detail. The development plan, while demanding, has been completed by the student with few or no absences in class over a suitable period of time. Where applicable, scientific equipment and cutting-edge methodologies, technology and training equipment have been used. The student will have been able to offer to their centre staff a constructive insight into their outcomes and the effect these have had on progressing their chosen role, beyond the written limits of the plan. The selection of appropriate methodologies in order to validate the effectiveness of the development plan has been undertaken in an applied manner, although alternatives may have been possible. The development plan is referenced with specific indications as to the effect this has had on progressing the student's performance role. The development plan, if repeated, will need few, if any, modifications and the evaluation contains some critical comment. On completion, the student has been able to demonstrate a very good level of knowledge and understanding of the demands of their performance role and the plan includes an appropriate bibliography.</p>
<b>37-45 marks</b>	<p>The student has produced a development plan of a very high standard. The aims are clear, concise and appropriate to the student's chosen role, from performer, leader or official. The development plan is constructed using appropriate physiological, technical or psychological principles and the research has been extensively carried out with full references. The level of planning is significant in its detail. The development plan, while demanding, has been successfully completed by the student over a suitable period of time. Where applicable, scientific equipment and cutting-edge methodologies, technology and training equipment have been used. The student will have been able to offer to their centre staff a constructive insight into their outcomes and the effect these have had on progression in their chosen role, beyond the written limit of the plan. The selection of appropriate methodologies in order to validate the effectiveness of the development plan has been undertaken in an applied manner, referenced with specific indications as to the effect this has had on progressing the student's performance role. The development plan if repeated may not need modifications, however the evaluation will make realistic critical comment. On completion, the student has been able to demonstrate a high level of knowledge and understanding of the demands of their performance role and the plan includes an extensive bibliography.</p>

## Calculation of marks for Task 4.1: Development plan

For this task students complete the three stated components; this task has a total mark of 45. This mark can be calculated by marking each component, using the criteria above, and adding the three marks together, achieving a final mark out of 45. The holistic criteria on the previous pages should be used to check the final mark.

<b>A2 Task 4.1: Development plan (AO1, AO2, AO3): Component 1 – Planning and researching</b>	
<b>0 marks</b>	Planning and research is not worthy of credit.
<b>1-4 marks</b>	The student has been able to devise and research an appropriate development plan to only a limited standard. The planning shows little, if any, evidence of systematic analysis of their performance strengths and weaknesses. The student has not taken into account their present performance levels through recognised methodologies, making only simple subjective statements. The programme has little evidence of research and fails to reflect current literature and trends in sports science, for example the use of heart rate monitoring equipment. As a result there are obvious omissions. The student has been unable to offer a verbal insight into the formulation of their plan, demonstrating a lack of fundamental core knowledge related to their specific area for development. The finished document contains no references and may not contain a bibliography.
<b>5-8 marks</b>	The student has been able to devise and research their development plan to a moderate standard. The planning has outlined only a simple aim (or aims) based on a limited analysis of their own performance strengths and weaknesses. The student has not fully taken into account their present performance levels through recognised methodologies. The programme has limited evidence of research and fails to reflect current literature and trends in sports science, for example the use of heart rate monitoring equipment; as a result there are clear omissions. The student has been able to offer only a limited verbal insight into the formulation of their plan, demonstrating a lack of fundamental core knowledge relating to the specific area for development. The finished document contains few, if any, references and a limited bibliography.
<b>9-12 marks</b>	The student has been able to devise and research their development plan to a good standard. The student's planning has stated their aim (or aims) based on a reasonable, if not thorough, analysis of their performance strengths and weaknesses. The student has taken into account their present performance levels through recognised methodologies. The programme has evidence of some research and has attempted to reflect current literature and trends in sports science, for example the use of heart rate monitoring equipment; but there are some omissions. The student has been able to offer a good verbal insight into the formulation of their plan, but their discussion lacks depth. The finished document contains some references and a limited bibliography.
<b>13-16 marks</b>	The student has been able to devise and research their development plan to a high standard. The planning has established a clear aim (or aims) based on a competent analysis of their performance strengths and weaknesses. The student has taken a good account of their present performance levels through recognised methodologies. The programme is thoroughly researched and reflects current literature and trends in sports science, for example the use of heart rate monitoring equipment. The student has been able to offer a very good verbal insight into the formulation of their plan and the finished document contains appropriate references and a bibliography.
<b>17-20 marks</b>	The student has been able to devise and research their development plan to a very high standard. The planning has established a clear aim (or aims) based on a thorough analysis of their performance strengths and weaknesses. The student has taken full account of their present performance levels through recognised methodologies. The programme is extensively researched and reflects current literature and trends in sports science, for example the use of heart rate monitoring equipment. The student has been able to offer extensive verbal insight into the formulation of their plan and the finished document contains appropriate references and an extensive bibliography.

<b>A2 Task 4.1: Development plan (AO1, AO2, AO3): Component 2 – Performing and recording</b>	
<b>0 marks</b>	Performing and recording is not worthy of credit.
<b>1-4 marks</b>	The student has not followed the development plan as it is set and has worked to a limited standard. The student has attended infrequently the outlined session and fails to perform a correct warm-up and cool-down, where appropriate. The student cannot usually work safely and requires supervision. The plan has not been recorded accurately and contains many errors and the student has shown little ability to work independently and/or support others where applicable. The plan is inaccurate in its detail and contains major errors. It fails to incorporate the scientific, technical or psychological details that support the fundamental aim(s) of the plan. The student is unable to give any verbal evidence of their knowledge and understanding. The testing, monitoring and data collection are inconsistent and the student has failed to reflect current trends and initiatives.
<b>5-8 marks</b>	The student may have followed the development plan as it is set to a moderate standard. The student has attended the outlined sessions infrequently and rarely performed a correct warm up and cool-down, where appropriate. The student can work safely but normally only under supervision. The plan generally has been recorded accurately with few errors and the student has shown some ability to work independently and/or support others where applicable. The recording of the plan has not been accurate in its detail and fails to fully incorporate the scientific, technical or psychological detail which supports the fundamental aim(s) of the plan. The student is unable to give good verbal evidence of their knowledge and understanding, and there may be some clear gaps evident. The testing, monitoring and data collection are generally inconsistent and the student has made a limited, if any, attempt to reflect current trends and initiatives.
<b>9-12 marks</b>	The student followed the development plan as it is set to a good standard. The student has attended most of the outlined sessions, while not always performing a correct warm-up and cool down, where appropriate. The student works safely, whether supervised or not. The plan has been generally recorded accurately with few errors. The student has shown some ability to work independently and/or support others where applicable. The plan has been recorded reasonably accurately, but has included only very general scientific, technical or psychological detail which supports the fundamental aim(s) of the plan. The student is able to give good verbal evidence of their knowledge and understanding, though there may be some clear gaps evident. The testing, monitoring and data collection were generally appropriate and the student has made some attempt to reflect current trends and initiatives.
<b>13-16 marks</b>	The student followed the development plan as it is set out to a high standard and attended the outlined session on a regular basis, including performing a correct warm-up and cool-down on most, if not all, occasions, where appropriate. The student works safely, whether supervised or not. The plan generally has been recorded accurately with few errors and the student has shown some ability to work independently and/or support others where applicable. The recording of the plan is accurate in detail and incorporates the scientific, technical or psychological details that support the fundamental aim(s) of the plan. The student is able to give very good verbal evidence of their knowledge and understanding. All the testing, monitoring and data collection were appropriate and have, in the main, reflected current trends and initiatives.
<b>17-20 marks</b>	The student followed the development plan as it is set out to a very high standard and has attended the outlined sessions, including performing a correct warm-up and cool-down on each occasion, where appropriate. The student works safely, whether supervised or not. The plan has been accurately recorded and the student can work independently and/or support others where applicable. The recording of the plan is extensive and accurate in detail and incorporates the scientific, technical or psychological details that support the fundamental aim(s) of the plan. The student is able to offer extensive verbal evidence of their knowledge and understanding. All the testing, monitoring and data collection were appropriate and reflect current trends and initiatives.

<b>A2 Task 4.1: Development plan (AO1, AO2, AO3): Component 3 – Review and evaluation</b>	
<b>0 marks</b>	Review and evaluation in the development plan is not worthy of credit.
<b>1 mark</b>	The student has limited insight when reviewing their development plan. On completion of their plan, and by way of evaluation, the student has not been able to link the knowledge and understanding of their outcomes and relate these to both the specific aims and the scientific, technical or psychological information contained in their planning as appropriate. The student will have made clear errors in their judgements and subsequent observations of the successes, and possible failures, of the plan, while those explanations offered will be subjective in nature. In discussions with centre staff, the student may be able to offer only simple suggestions as to any development plan and they demonstrate no clear understanding of the context of their plan.
<b>2 marks</b>	The student has moderate insight when reviewing their development plan. On completion of their plan, and by way of evaluation, the student has been limited in their ability to link the knowledge and understanding of their outcomes and relate these to both the specific aims and the scientific, technical or psychological information contained in their planning as appropriate. Basic judgements and subsequent observations of the successes, and possible failures, of the plan are recorded, although it will contain errors, and while explanations will be offered, there will be omissions. In discussions with centre staff, the student will be able to offer only simple suggestions as to any development plan and these may be subjective in nature, and when they demonstrate a simplistic understanding of the context of their plan.
<b>3 marks</b>	The student has good insight when reviewing their development plan. On completion of their plan, and by way of evaluation, the student has been limited in their ability to link the knowledge and understanding of their outcomes, and relate these to both the specific aims and the scientific, technical or psychological information contained in their planning as appropriate. Simple judgements and subsequent observations of the successes, and possible failures, of the plan are recorded with few, if any, errors and while explanations are offered there may be some omissions. In discussions with centre staff, the student will be able to offer limited suggestions as to any development plan and they are able to demonstrate only limited understanding of the context of their plan.
<b>4 marks</b>	The student has a high standard of insight when reviewing their development plan. On completion of their plan, and by way of evaluation, the student has been reasonably able to link the knowledge and understanding of their outcomes, and relate these to both the specific aims and the scientific, technical or psychological information contained in their planning as appropriate. Sound, objective judgements and subsequent observations of the successes, and possible failures, of the plan are recorded accurately and explanations offered as appropriate. In discussions with centre staff, the student will be able to offer valid suggestions as to any future development plan and they are able to demonstrate a very good understanding of the context of their plan.
<b>5 marks</b>	The student has a very high standard of insight when reviewing their development plan. On completion of their plan, and by way of evaluation, the student has been able to link the knowledge and understanding of their outcomes, and relate these to both the specific aims and the scientific, technical or psychological information contained in their planning as appropriate. Clear, objective judgements and subsequent observations of the successes, and possible failures, of the plan are recorded accurately and explanations offered as appropriate. In discussions with centre staff the student will be able to offer insightful suggestions as to any future development plan and they are able to demonstrate extensive understanding of the context of their plan.



<b>A2 Task 4.2: International study (AO1, AO3)</b>	
<b>0 marks</b>	The international study is not worthy of credit.
<b>1-3 marks</b>	The student has demonstrated a limited level of knowledge and understanding of the international context of their one chosen role from performer, leader or official in one nation. The student will have largely failed to explore the provisions for grass roots participation through schools and clubs, and for the pathways available for elite progression in their chosen role in one physical activity. The task fails to contain detailed information pertaining to the ethos for participants in their chosen country and has made little or no attempt to identify the pathways open for progression to elite professional level, the various competition formats, national training provisions and the importance of physical activity/sport in this context. The student will have made mention in no detail of the various schemes open to participants, the funding and additional agencies involved. The task will have scant reference to international sports issues, such as labour migration, which could lead to further understanding of the nature and standing of physical activity/sport within their chosen country. The student will have included no critical comment on their findings. In completing the task the student will have omitted factual details and the task may not contain an appropriate bibliography.
<b>4-6 marks</b>	The student has demonstrated a moderate level of knowledge and understanding of the international context of their one chosen role from performer, leader or official in one nation. The student will have attempted, with limited success and detail, to identify the provisions for grassroots participation through schools and clubs and for the pathways available for elite progression in their chosen role in one physical activity, although there will be clear omissions. The task fails to contain detailed information pertaining to the ethos for participants in their chosen country, and has made some attempt to identify the pathways open for progression to elite professional level, the various competition formats, national training provisions and the importance of physical activity/sport in this context. The student will have made little reference to the various schemes open to participants, the funding and additional agencies involved. The task will have scant reference to international sports issues, such as labour migration, which could lead to further understanding the nature and standing of physical activity/sport within their chosen country. The student will have included only simplistic critical comment on their findings. In completing the task the student has included few factual details, and the task may not contain an appropriate bibliography.
<b>7-9 marks</b>	The student has demonstrated a good level of knowledge and understanding of the international context of their one chosen role from performer, leader or official in one nation. The student will have attempted to identify the provisions for grassroots participation through schools and clubs, and for the pathways available for elite progression in their chosen role in one physical activity/ sport, although there will be clear omissions. The task contains some information pertaining to the ethos for participants in their chosen country, and has made some attempt to identify the pathways open for progression to elite professional level, the various competition formats, national training provisions and the importance of physical activity/sport in this context. The student will have made some reference to the various schemes open to participants, the funding and additional agencies involved. The task will have little reference to international sports issues, such as labour migration, which could lead to further understanding of the nature and standing of physical activity/sport within their chosen country. The student will include simplistic critical comment on their findings. In completing the task the student has included few factual details, and the task may not contain an appropriate bibliography.

<b>A2 Task 4.2: International study (AO1, AO3)</b>	
<b>10-12 marks</b>	The student has demonstrated a high level of knowledge and understanding of the international context of their one chosen role from performer, leader or official in one nation. The student has been able to identify provisions for grassroots participation through schools and clubs, and for the pathways available for elite progression in their chosen role in one physical activity/sport, although there may be some omissions. The task contains information on the ethos for participants in their chosen country, and has attempted to identify the pathways open for progression to elite professional level, the various competition formats, national training provisions and the importance of physical activity/sport in this context. The student will have made some reference to the various schemes open to participants, the funding and additional agencies involved. The task may make reference to international sports issues, such as labour migration, which could lead to further understanding of the nature and standing of physical activity/sport within their chosen country. The student has been able to include some critical comment on their findings. In completing the task the student has included some factual detail, and the task contains an appropriate bibliography.
<b>13-15 marks</b>	The student has demonstrated a very high level of knowledge and understanding of the international context of their one chosen role from performer, leader or official in one nation. The student has clearly identified provision for grassroots participation through schools and clubs, and for the pathways available for elite progression in their chosen role in one physical activity. The task contains full details on the ethos for participants in their chosen country, and has identified the pathways open for progression to elite professional level, the various competition formats, national training provisions and the importance of physical activity/sport in this context. The student will have made full reference to the various schemes open to participants, the funding and additional agencies involved. The task should make reference to international sports issues, such as labour migration, that could lead to further understanding of the nature and standing of physical activity/sport within their chosen country. The student has been able to make appropriate critical comment on their findings. In completing the task the student has included significant factual detail, and the task contains an extensive bibliography.

<b>A2 Task 4.3: Progressive participation – ‘performer’ (AO1, AO2)</b>	
<b>0 marks</b>	Performances are not worthy of credit.
<b>1-4 marks</b>	The student has produced a rudimentary level of inconsistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this performance being centred on an average but limited standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a rudimentary level of application of knowledge and understanding related to their physical activities. Where competition exists the student has been able to produce reasonably consistent performances in a variety of competitive formats and is invariably able to cope with the pressure of expectation, to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a rudimentary level of accumulative performances, providing for a final and summative assessment relative to their physical activity.
<b>5-8 marks</b>	The student has produced a good level of consistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this being centred on a good standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a good level of application of knowledge and understanding related to their physical activities. Where competition exists the student has been able to produce reasonably consistent performances in a variety of competitive formats and is invariably able to cope with the pressure of expectation, to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a good level of accumulative performances, providing for a final and summative assessment relative to their physical activity.
<b>9-12 marks</b>	The student has produced a high level of consistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this being centred on a very good standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a high level of application of knowledge and understanding related to their physical activities. Where competition exists the student has been able to produce consistent performances in a variety of competitive formats and is able to cope with the pressure of expectation, to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a high level of accumulative performances, providing for a final and summative assessment relative to their physical activity.
<b>13-16 marks</b>	The student has produced a very high level of consistent performances in both the short-term preparation and the long-term training for the appropriate environments of their selected physical activity, with the basis of this being centred on a high standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. In addition, students will demonstrate a very high level of application of knowledge and understanding related to their physical activities. Where competition exists, the student has been able to produce dominant performances in a variety of competitive formats and is able to respond to, and use, the pressure of expectation to achieve successes at their level of performance/participation. Where competition does not exist, the student will have produced a very high level of performances over time, providing for a final and summative assessment relative to their physical activity.

<b>A2 Task 4.3: Progressive participation – ‘performer’ (AO1, A02)</b>	
<b>17-20 marks</b>	The student has produced an outstanding level of consistent performances in both the short-term preparation and the long-term training for the appropriate competitive environments of their selected physical activity, with the basis of this performance being centred on a very high standard of the appropriate physiological, technical, tactical and psychological aspects related to their physical activity. Where competition exists, the student has always produced dominant performances in a variety of competitive formats, and is able to respond to, and use, the pressure of expectation to achieve notable success at their level of performance/participation. Where competition does not exist, the student will have produced an outstanding level of performances over time, providing for a final and summative assessment relative to their physical activity.

<b>Task 4.3: Progressive participation – ‘leader’ (A01, A02)</b>	
<b>0 marks</b>	Performance as a leader is not worthy of credit.
<b>1-4 marks</b>	The student has produced a rudimentary level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through an emerging level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is sometimes able to recognise and act upon the strengths and weaknesses of the group, team or individual and has limited communication skills and organisational abilities while demonstrating few motivational skills.
<b>5-8 marks</b>	The student has produced a good level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through a sound level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is normally able to recognise and act upon the strengths and weaknesses of the group, team or individual and is developing communication skills. They display good organisational abilities and motivational skills.
<b>9-12 marks</b>	The student has produced a high level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through an informed level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is able to recognise and act upon the strengths and weaknesses of the group, team or individual and is proficient in communicating, displaying very good organisational abilities and motivational skills.
<b>13-16 marks</b>	The student has produced a very high level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through a high level of applied knowledge and understanding, how to work alongside others in order to progress performances in an environment appropriate to the leader’s ability and specific role. The student is fully able to recognise and act upon the strengths and weaknesses of the group, team or individual and is highly proficient in communicating, displays extensive organisational abilities and motivational skills.
<b>17-20 marks</b>	The student has been able to produce an outstanding level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. The student has demonstrated, through an extensive level of knowledge and understanding, how to work alongside others in order to progress performances in a sports environment appropriate to the leader’s ability and specific role. The student is fully able to recognise and act upon the strengths and weaknesses of the group, team or individual and exhibits excellent communication skills. They display extensive organisational abilities and very high motivational skills.

<b>Task 4.3: Progressive participation – ‘official’ (A01, A02)</b>	
<b>0 marks</b>	Student’s standard of officiating is not worthy of credit.
<b>1-4 marks</b>	The student has been able to produce a rudimentary standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates an emerging knowledge and understanding of the rules/laws of the selected physical activity and can only occasionally impose authority when required to ensure that the performance is successful. The student has limited communication, positioning and signalling skills as appropriate to the level of competition and their experience and will probably not hold recognised NGB qualification(s). The student can rarely be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet reasonable standards. The student has a limited awareness of the performance demands required of the participant(s).
<b>5-8 marks</b>	The student has been able to produce a good standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates a sound knowledge and understanding of the rules/laws of the selected physical activity, and can usually, but not always impose authority when required to ensure that the performance is successful. The student has good communication, positioning and signalling skills as appropriate to the level of competition and their experience but may not hold recognised NGB qualification(s). The student can generally be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet reasonable standards. The student has a limited awareness of the performance demands required of the participant(s).
<b>9-12 marks</b>	The student has been able to produce a high standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates a proficient knowledge and understanding of the rules/laws of the selected physical activity and can, on most occasions, impose authority when required to ensure that the performance is successful. The student has very good communication, positioning and signalling skills as appropriate to the level of competition and their experience and/or recognised NGB qualification(s). The student can usually be relied upon to carry out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to meet very good standards. The student has an awareness of the performance demands required of the participant(s).
<b>13-16 marks</b>	The student has been able to produce a very high standard of officiating at an appropriate performance level in one selected physical activity during the length of the assessment period. The student demonstrates an extensive knowledge and understanding of the rules/laws of the selected physical activity and can always impose authority when required to ensure that the performance is successful. The student has excellent communication, positioning and signalling skills as appropriate to the level of competition and their experience and/or recognised NGB qualification(s). The student always carries out their responsibilities with the necessary uniform, equipment and pre-officiating protocols, as required to meet the highest standards. The student has a full awareness of the performance demands required of the participant(s).
<b>17-20 marks</b>	The student has been able to produce an outstanding standard of officiating at an appropriate performance level in one selected physical activity. The student demonstrates an extensive knowledge and understanding of the rules/laws of the physical activity they officiate in, and can always impose their authority as required to ensure that the performance is successful. The student has excellent communication, positioning and signalling skills, as appropriate to the level of competition and their experience and will probably hold a recognised NGB qualification. The student always carries out their responsibilities with the necessary uniform, equipment and pre-officiating protocols as required to the highest standards. The student has a full awareness of the performance demands required of the participant(s).

<b>Task 4.4: Life plan (AO1, AO2)</b>	
<b>0 marks</b>	Student's life plan is not worthy of credit.
<b>1-2 marks</b>	The student has demonstrated a limited level of knowledge and understanding in writing a life plan based on their present and future participation in physical activity in their chosen role (performer, leader or official). The plan contains a very basic level of detail of the student's present performance levels and previous developments from post-16 education, with clear omissions in content. The plan has very simple detailed research into performance pathways available in higher education and/or in the student's own locality, and scantily reflects the performer's continuing development as appropriate. The plan has a very basic outline of progressive participation due to ageing and/or injury, and contains no real age 'time line'. This may fail to explore changes in circumstance and the provisions and opportunities presently available or which may be available on a local and national basis. The student includes no appropriate references and the plan is unlikely to contain an appropriate bibliography.
<b>3-4 marks</b>	The student has demonstrated a moderate level of knowledge and understanding in writing a life plan based on their present and future participation in physical activity in their chosen role (performer, leader or official). The plan contains brief details of the student's present performance levels and previous developments from post-16 education. The plan includes little detailed research into the performance pathways available in higher education and/or in the student's own locality, and scantily reflects the performer's continuing development as appropriate. The plan, in no detail, outlines the limits on progressive participation due to ageing and/or injury, and contains an age 'time line'. This, in a limited way, explores changes in circumstance and the provisions and opportunities presently available or which may be available on a local and a national basis. The plan contains simple factual detail. The student may have included references and an appropriate bibliography.
<b>5-6 marks</b>	The student has demonstrated a good level of knowledge and understanding in writing a life plan based on their present and future participation in physical activity in their chosen role (performer, leader or official). The plan contains some details of the student's present performance levels and previous developments from post-16 education. The plan will include some but not full research into performance pathways available in higher education and/or in the student's own locality, and reflects the performer's continuing development as appropriate, but contains clear omissions. The plan contains a limited outline as to a student's progressive participation due to ageing and/or injury, and contains a limited age 'time line'. This fails to fully explore changes in circumstances and the provisions and opportunities presently available or which may be available on a local and national basis. The plan will include few factual details. The student includes limited references and the plan may contain an appropriate bibliography.
<b>7-8 marks</b>	The student has demonstrated a high level of knowledge and understanding in writing a life plan based on their present and future participation in physical activity in their chosen role (performer, leader or official). The plan details the student's present performance levels and previous developments from post-16 education. The plan includes detailed research into performance pathways available in higher education and/or in the student's own locality, and reflects the performer's continuing development as appropriate, although it may contain omissions. The plan has made a very good attempt to outline the limits on progressive participation due to ageing and/or injury, and contains an age 'time line'. This fully explores changes in circumstance and the provisions and opportunities presently available or which may be available on a local and national basis. The plan will have included a range of factual detail. The student includes some references and an appropriate bibliography.

<b>Task 4.4: Life plan (AO1, AO2)</b>	
<b>9-10 marks</b>	<p>The student has demonstrated a very high level of knowledge and understanding in writing a life plan based on their present and future participation in physical activity in their chosen role (performer, leader or official). The plan fully details the student's present performance levels and previous developments from post-16 education. The plan includes complete and detailed research into the performance pathways available in higher education and/or in the student's own locality, and reflects the performer's continuing development as appropriate. The plan extensively outlines the limits on progressive participation due to ageing and/or injury, and contains an age 'time line'. This fully explores changes in circumstance and the provisions and opportunities presently available or which may be available on a local and national basis. The plan will have significant factual support where appropriate. The student includes appropriate references and a bibliography.</p>



## G Physical activity guidelines

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### Overview

Centres are advised to give students an outline of the assessment criteria and to engage them in the holistic approach to physical activity development. In doing so, students will be made aware of the expected outcomes, the need to compile evidence for their CD portfolio and how to make progress throughout their involvement in a minimum eight-week development and through three formal performance opportunities.

The generic criteria offer centres simple assessment through application of five performance bands. Students placed in the top mark bands may, and probably will be, competing beyond first-level elite selection. Skill assessments will focus on the three components of preparation, execution and recovery through the identification of sub-routines.

Centres are free to address participation standards, a range of development programmes and the variety of experiences undertaken by students as typically available for students in Key Stage 5 – the age range 16-18. Mature students are assessed using the same criteria.

Female students should be assessed using the assessment criteria in the context of the participation opportunities open to them. In competitive activities teachers/assessors should consider the level of competition available. Female students will be expected to demonstrate the same technical proficiency and skills as male students.

Athletes with disabilities should not gain direct compensation in their performance marks or use an alternative marking scale. Centres are therefore encouraged to select two performance roles at AS and one at A2 Level which enable students with disabilities to gain maximum marks relative to their abilities, the opportunities available and the range of experiences open to them.

Students offering seasonal activities, such as athletics and cricket, can present their performance data for the summer season prior to the start of their course as it is recognised that they will not be able to obtain sufficient evidence by the June series of the examination. However, it is still expected that these students will be continuing with the activity throughout the year and this will be evident in their participation log and analysis in their CD portfolio.

## Physical activity options

This list states which physical activities students can offer performances for Unit 2 (6PE02) and Unit 4 (6PE04).

Aikido	Figure skating	Rounders
Amateur boxing	Fives	Rowing*
American football	Gaelic football	Rugby league
Archery*	Golf*	Rugby union
Association football	Gymnastics*	Skiing*
Athletics*	Hockey	Snowboarding
Badminton	Horse riding	Squash
Baseball	Hurling	Surfing
Basketball	Ice dance	Swimming (competitive)*
BMX racing	Ice hockey	Synchronised swimming
Bowls (lawn)	Inline hockey	Table tennis
Camogie	Judo*	Tae kwon do
Canoeing*	Ju-jitsu	Tennis
Clay target shooting	Karate*	Trampolining*
Climbing*	Korfball	Trekking*
Cricket	Lacrosse	Volleyball
Cross country*	Mountain biking	Wakeboarding
Cycling	Netball	Water polo
Dance*	Orienteering	Water-skiing
Dinghy sailing	Polo	Weightlifting
Diving	Power lifting	Windsurfing
Fencing	Real tennis	

**Individual** activities marked with an asterisk(\*) above indicate that assessment guidance is available for that activity in this document.

For **individual** activities listed above, where a content and assessment pathway is not included in this document, centres are advised to contact Edexcel for further guidance. For other activities, centre's assessors can apply the generic assessment criteria within this document for the roles of performer, leader and official, for both AS and A2 levels of attainment. Centres may, in addition wish to, seek clarification from Edexcel on the content to be covered by students.

For activities not listed above, centres will need to apply to Edexcel for approval to offer the activity. Unlisted activities must meet the criteria outlined (see *Appendix 4*) in order to be approved. Edexcel reserves the right to refuse an application.

## Criteria for additional physical activity submissions

The range of activities for centres is designed to offer students a wide choice and allow for progression from GCSE Physical Education as well as giving the elite, or specialist performer, the opportunity participate in their specific activities.

Centres may offer activities listed in the activities table or develop their own assessment criteria for a recognised physical activity not already listed in the physical activities group table. In order for this to be approved, the criteria listed below must be met, and centres will need to submit an outline of the activity content and the proposed assessment criteria by the designated date of 31st October in the academic year of award.

- The activity must have a recognised governing body.
- The activity must comply with the existing criteria for assessment of Advanced GCE.
- Each activity should allow for the extension of Unit 1 and Unit 3 through practical performance.
- The specification will need to include opportunities for eight weeks participation, and three formal performance opportunities.
- The activity must be appropriate to both male and female students.
- Activities must be openly available to all students if requested.
- Activities must comply with all appropriate recommendations related to the safety of students as recognised by afPE.

Edexcel reserves the right to amend, modify or refuse an application. Please see *Appendix 4* for further details of the application process.

## Students unable to participate

Students unable to participate in Task 2.1: Personal performance and 4.3: Progressive participation will be encouraged to undertake roles that do not require active interaction/participation. Such roles include swimming judge, squash rackets coach in a controlled indoor environment, a video analyst or nutritionist working alongside an elite individual or team and evidencing the improvements in performance they have been responsible for. If no interactive sport or physical activity performance role is possible, the centre must apply in writing, to Edexcel, with an appropriate medical support letter from a recognised practitioner, for special consideration.

## Assessment guidelines: Tasks 2.1 (AS) and 4.3 (A2)

### Team sports and physical activities

In applying the assessment criteria and evidencing the level of attainment reached by a student centre assessors are advised to make reference to the following benchmark components.

#### Physiology:

- performer's fitness for purpose
- movement on and off the ball
- positioning in relation to the demands of the performance
- physiological components to beat opponents
- ability to dominate opponents.

#### Technical:

- range and accuracy of passing as appropriate to the sport or physical activity
- moving/running with the ball
- player specific skills/techniques such as goal-keeping in hockey, hookers in rugby union, shooters in netball
- positioning to receive and give a ball, recycling, offer and re-offer the ball, as a support player and as an outlet player
- correct performance of passive, immediate and evasive skills
- skill repertoire of the student
- contribution to set plays
- striking techniques – batting, striking, hitting
- fielding techniques – catching/throwing
- bowling techniques – using pace, spin, swerve
- consistency in control of ball
- effectiveness and range of tackling techniques/skills
- ball retention skill techniques
- additional techniques such as heading, wicket keeping, goal kicking.

#### Tactical:

- correct use of tactical decision making to produce a dominant performance
- level of knowledge and understanding of the sport, including rules/laws, in order to produce a successful performance
- application of tactics and strategies to produce successful performances
- use of game plans as appropriate to successful outcomes
- demonstrations of effective attacking and defensive knowledge and understanding
- support play on and off of the ball
- demonstration of the need to work as part of a team or unit
- effective use and demonstrations of anticipation and deception in play
- a knowledge and understanding of the strengths and weaknesses of a student's and their opponent's tactics, strategies and game plans.

**Psychological:**

- controlling and maximising a performance through the correct application of short-term psychological methods
- developing a performance through employing long-term psychological methods such as goal setting
- using intervention strategies such as mental rehearsal, relaxation techniques and self-talk to produce a dominant response
- the ability to cope with stress and produce a dominant performance when expected and to satisfy the pressure of expectation.

# Racket sports and physical activities

In applying the assessment criteria and evidencing the level of attainment reached by a student, centre assessors are advised to make reference to the following benchmark components.

## Physiology:

- fitness for purpose of the performer
- movement to and from the ball/shuttle
- positioning in relation to the demands of the performance
- the physiological components to beat opponents
- the ability to dominate opponents.

## Technical:

- forehand and backhand strokes in attacking play
- forehand and backhand strokes in defensive play
- positioning to play a shot
- variety and range of services
- the ability to apply spin, slice and bend
- consistency in control of ball
- racket head/head control
- technical accuracy in the execution of specific attacking strokes such as smash, drop shot, lob
- technical accuracy in the execution of specific defensive strokes such as a high clear, boast
- skill repertoire
- ability to build a rally to win a point.

## Tactical:

- correct use of tactical decision making to produce a dominant performance and understand the tactical decisions and moves of opponents
- level of knowledge and understanding of the sport, including rules/laws, in order to produce a successful performance
- ability to build a rally in order to win a point
- application of tactics and strategies to produce successful performances
- use of game plans as appropriate to successful outcomes
- demonstrations of effective attacking and defensive knowledge and understanding
- ability to play singles and doubles
- ability to play on a variety of surfaces – clay, grass, hard court
- demonstration of the need to work as part of a team
- effective use and demonstrations of anticipation and deception in play and how to wrong-foot an opponent.

## Psychological:

- controlling and maximising a performance through the correct application of short-term psychological methods
- developing a performance through employing long-term psychological methods such as goal-setting
- using intervention strategies such as mental rehearsal, relaxation techniques and self-talk to produce a dominant response
- the ability to cope with stress and produce a dominant performance when expected and to cope with the pressure of expectation.

## Individual sports and physical activities

Assessment of students selecting individual sports or physical activities requires centre assessors to use unique content detail in order to tutor students through their development and formal performances. In addition, centre assessors are advised to make reference to the following benchmark components.

<p><b>Physiology:</b></p> <ul style="list-style-type: none"><li>• student's fitness for purpose</li><li>• ability to use specific fitness components required for an individual sports activity, for example balance in ice skating, strength in weightlifting.</li></ul>
<p><b>Technical:</b></p> <ul style="list-style-type: none"><li>• successful application of techniques in building towards 'perfect models'</li><li>• range of techniques that build a performance</li><li>• consistency of techniques in competition</li><li>• skill repertoire.</li></ul>
<p><b>Tactical:</b></p> <ul style="list-style-type: none"><li>• selection of appropriate tactics and strategies to complete a successful performance such as gymnastic and trampoline routines</li><li>• ability to change tactical decisions to enhance a performance or to win a competition</li><li>• ability to take into account weather conditions or other external factors such as safety in uncontrollable environments</li><li>• ability to take into account needs of others in order to perform successfully, for example when working with a partner in ice dancing, in a relay team for athletics or in a dance troupe performance.</li></ul>
<p><b>Psychological:</b></p> <ul style="list-style-type: none"><li>• controlling and maximising a performance through the correct application of short-term psychological methods</li><li>• developing a performance through employing long-term psychological methods such as goal setting</li><li>• using intervention strategies such as mental rehearsal, relaxation techniques and self-talk to produce an expected response</li><li>• the ability to cope with stress and produce a dominant performance when expected and to cope with the pressure of expectation.</li></ul>

### Working out the overall score for an individual activity

#### AS Level

The expected content to be covered in each of the **individual** activities is listed along with grading bands. A mark should be awarded out of 15, by using these and evidence of how this mark has been achieved, supplied in the CD portfolio. However, for both swimming and athletics, marks are awarded for standard by using the performance tables, and the technical marks provided in the grade band descriptions. Therefore the overall performance mark is gained by adding the two marks together and dividing by 2. This will give you a final mark out of 15.

#### A2 Level

Calculations of the final mark are the same as AS, however, each activity has 20 marks available and so the final mark will be out of 20.

## Individual activities – content guidelines for assessment

<b>Archery (AS Level)</b>
<b>Acquired and developed skills</b>
<ul style="list-style-type: none"><li>• Consistent demonstration of correct stance, posture and shooting position.</li><li>• Demonstration of consistent DFL and ESAR.</li><li>• Demonstration of personal shot sequence.</li></ul>
<b>Selection and application of appropriate techniques</b>
<ul style="list-style-type: none"><li>• Knowledge of personal equipment and its component parts.</li><li>• Selection of appropriately spined arrows for draw weight of bow.</li></ul>
<b>Strategies and techniques</b>
<ul style="list-style-type: none"><li>• Knowledge of procedures for FITA and GNAS indoor tournaments.</li><li>• Recognition of equipment issues that could affect performance.</li><li>• Tactics to be used when shooting on 3 spot face.</li></ul>
<b>Overall performance</b>
Performance will be based and assessed on scores achieved (see <i>page 62</i> for score recommendations).
<b>Physical and mental fitness</b>
<ul style="list-style-type: none"><li>• Warm-up/cool down.</li><li>• Archery-specific training methods (closed skills).</li><li>• Non-archery specific training methods (open skills).</li></ul>
<b>Rules and regulations of the activity</b>
<ul style="list-style-type: none"><li>• Demonstrate knowledge of safety rules and regulations to ensure the safety of themselves, other participants and the general public.</li><li>• Ability to shoot in details and ends of 3/6 as appropriate.</li></ul>
<b>Performance log</b>
<ul style="list-style-type: none"><li>• Details of personal equipment (brace height/nock point settings etc).</li><li>• Appropriate goal setting.</li><li>• Identification of areas for performance improvement.</li><li>• Personal action plan for improvement.</li></ul>

<b>Archery (AS Level)</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	<p>The student has demonstrated little knowledge of all aspects of rules/tactics/requirements; little or no understanding of their own role and responsibilities in the activity; some knowledge of the equipment being used; shows little knowledge of warming up/cooling down, combines a little range of appropriate elements that covers some of the body.</p> <p>The student has demonstrated the occasional ability to adjust the equipment to improve their scores; little or no consistency of technically correct shots; little or no competence in any areas of shot preparation and execution; little understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>4-6 marks</b>	<p>The student has demonstrated reasonable knowledge of all aspects of rules/tactics/requirements; reasonable understanding of their own role and responsibilities in the activity; some knowledge of the equipment being used; reasonable knowledge of warming up/cooling down, combining a reasonable range of appropriate elements that covers some of the body.</p> <p>The student has demonstrated the occasional ability to adjust the equipment to improve their scores; reasonable consistency of technically correct shots; the student shows some competence in most areas of shot preparation and execution; a reasonable understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>7-9 marks</b>	<p>The student has demonstrated moderate knowledge of all aspects of rules/tactics/requirements; moderate understanding of their own role and responsibilities in the activity; moderate knowledge of the equipment being used; moderate knowledge of warming up/cooling down, combining a reasonable range of appropriate elements that covers some of the body.</p> <p>The student has demonstrated the occasional ability to adjust the equipment to improve their scores; moderate consistency of technically correct shots; the student shows some competence in most areas of shot preparation and execution; a moderate understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>10-12 marks</b>	<p>The student has demonstrated good knowledge of all aspects of rules/tactics/requirements; good understanding of their own role and responsibilities in the activity; good knowledge of the equipment being used; good knowledge of warming up/cooling down, combining a range of appropriate elements that covers most of the body.</p> <p>The student has demonstrated that they can usually adjust the equipment to improve their scores; good consistency of technically correct shots; good competence in all areas of shot preparation and execution; a good understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>13-15 marks</b>	<p>The student has demonstrated excellent knowledge of all aspects of rules/tactics/requirements; thorough understanding of their own role and responsibilities in the activity; excellent knowledge of the equipment being used; excellent knowledge of warming up/cooling down, combining a wide range of appropriate elements that covers whole body.</p> <p>The student has demonstrated the ability to adjust the equipment to improve their scores; excellent consistency of technically correct shots; the student shows complete competence in all areas of shot preparation and execution; an excellent understanding of the roles of Field Captain, Judge and Archer that are required for the successful completion of a tournament or practice session.</p>

Scores: See *page 62* for details.

<b>Archery (A2 Level)</b>
<b>Acquired and developed skills</b>
<ul style="list-style-type: none"> <li>• Consistent demonstration of correct stance, posture and shooting position.</li> <li>• Consistency of correct muscle usage.</li> <li>• Demonstration of personal shot sequence.</li> </ul>
<b>Selection and application of appropriate techniques</b>
<ul style="list-style-type: none"> <li>• Knowledge of personal equipment and its component parts.</li> <li>• Knowledge of arrow spine and how this can affect arrow flight.</li> <li>• Basic principles of tuning.</li> </ul>
<b>Strategies and techniques</b>
<ul style="list-style-type: none"> <li>• Knowledge of outdoor tournament procedures for FITA and GNAS tournaments.</li> <li>• Coping with adverse weather (wind/rain etc).</li> <li>• Knowledge of personal requirements for a full day tournament.</li> </ul>
<b>Overall performance</b>
Performance will be based and assessed on scores achieved (see <i>page 62</i> for score recommendations).
<b>Physical and mental fitness</b>
<ul style="list-style-type: none"> <li>• Warm-up/cool down.</li> <li>• Archery-specific training methods (closed skills).</li> <li>• Non-archery specific training methods (open skills).</li> </ul>
<b>Rules and regulations of the activity</b>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of safety rules and regulations to ensure the safety of themselves, other participants and the general public.</li> <li>• Duties of and the ability to act as Field Captain.</li> </ul>
<b>Performance log</b>
<ul style="list-style-type: none"> <li>• Details of personal equipment (brace height/nock point settings etc).</li> <li>• Appropriate goal setting.</li> <li>• Identification of areas for performance improvement.</li> <li>• Personal action plan for technical improvement.</li> <li>• Personal action plan for fitness improvement.</li> </ul>

<b>Archery (A2 Level)</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-4 marks</b>	<p>The student has demonstrated little knowledge of all aspects of rules/tactics/requirements; little or no understanding of their own role and responsibilities in the activity; some knowledge of the equipment being used; shows little knowledge of warming up/cooling down, combines a little range of appropriate elements that covers some of the body.</p> <p>The student has demonstrated the occasional ability to adjust the equipment to improve their scores; little or no consistency of technically correct shots; little or no competence in any areas of shot preparation and execution; little understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>5-8 marks</b>	<p>The student has demonstrated reasonable knowledge of all aspects of rules/tactics/requirements; reasonable understanding of their own role and responsibilities in the activity; some knowledge of the equipment being used; reasonable knowledge of warming up/cooling down, combining a reasonable range of appropriate elements that covers some of the body.</p> <p>The student has demonstrated the occasional ability to adjust the equipment to improve their scores; reasonable consistency of technically correct shots; some competence in most areas of shot preparation and execution; a reasonable understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>9-12 marks</b>	<p>The student has demonstrated moderate knowledge of all aspects of rules/tactics/requirements; moderate understanding of their own role and responsibilities in the activity; moderate knowledge of the equipment being used; moderate knowledge of warming up/cooling down, combining a reasonable range of appropriate elements that covers some of the body.</p> <p>The student has demonstrated the occasional ability to adjust the equipment to improve their scores; moderate consistency of technically correct shots; some competence in most areas of shot preparation and execution; a moderate understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session.</p>
<b>13-16 marks</b>	<p>The student has demonstrated good knowledge of all aspects of rules/tactics/requirements; good understanding of their own role and responsibilities in the activity; good knowledge of the equipment being used; good knowledge of warming up/cooling down, combining a range of appropriate elements that covers most of the body.</p> <p>The student has demonstrated that they can usually adjust the equipment to improve their scores; good consistency of technically correct shots; good competence in all areas of shot preparation and execution; a good understanding of the roles of Field Captain, Judge and Archer that are required for the successful completion of a tournament or practice session.</p>
<b>17-20 marks</b>	<p>The student has demonstrated excellent knowledge of all aspects of rules/tactics/requirements; thorough understanding of their own role and responsibilities in the activity; excellent knowledge of the equipment being used; excellent knowledge of warming up/cooling down, combining a wide range of appropriate elements that covers whole body.</p> <p>The student has demonstrated the ability to adjust the equipment to improve their scores; excellent consistency of technically correct shots; complete competence in all areas of shot preparation and execution; an excellent understanding of the roles of Field Captain, Judge and Archer that are required for the successful completion of a tournament or practice session.</p>

Scores: See *page 62* for details.

## AS Level

Score levels for a Portsmouth round: 5 dozen arrows at 20 yards on a 60 cm face, 10 zone scoring (using the inner 10 for compound bows).

Edexcel score	Recurve	Compound	Edexcel score band
15	509	525	5
14	493	509	5
13	473	493	5
12	449	473	4
11	421	449	4
10	387	421	4
9	347	387	3
8	302	347	3
7	254	302	3
6	206	254	2
5	160	206	2
4	119	160	2
3	Below 119	Below 160	1
2	Below 119	Below 160	1
1	Below 119	Below 160	1

## A2 Level

Score levels for a Bristol II round: 6 dozen arrows at 60 yards, 4 dozen arrows at 50 yards, 2 dozen arrows at 40 yards, 122 cm face, 5 zone scoring.

Edexcel score	Recurve	Compound	Edexcel score band
20	955	1078	5
19	911	1047	5
18	863	1013	5
17	811	975	5
16	754	933	4
15	695	887	4
14	633	837	4
13	569	783	4
12	505	725	3
11	442	664	3
10	381	301	3
9	325	537	3
8	272	473	2
7	225	411	2
6	184	353	2
5	148	298	2
4	Below 148	Below 298	1
3	Below 148	Below 298	1
2	Below 148	Below 298	1
1	Below 148	Below 298	1

## Athletics

### AS Athletics

Students offering athletics for practical assessment should be participating at school/club level at least. They will be undertaking at least an eight-week training programme that will also fulfil the requirements for fitness/training for the other coursework components. The competitive situation score will be marked from the appropriate performance tables for level and gender. Students will be assessed in one event during competition. They will receive their mark for this from the performance table. The assessor will then look at the technical descriptors below and award a second mark. The final mark will be the performance mark (out of 15) and technical mark (out of 15) = overall mark (out of 30, which is divided by two). The final mark is out of 15.

<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	The student has demonstrated a lack of technique which overall produces a low standard of skill. No real success in advanced level events. The student has a vague perception of the requirements for their events and has shown limited progression in learning and understanding throughout the course. They possibly only compete in internal school competitions.
<b>4-6 marks</b>	The student has demonstrated a moderate level of technique which produces a below average standard of skill. No real success at advanced level events. The student has a basic understanding of how to improve and the tactics and rules required for competition. They may find it difficult to replicate their skill level in competition. The performer competes in internal school/club competitions and perhaps represents the school in at least one event.
<b>7-9 marks</b>	The student has demonstrated an emerging level of technique that produces a moderate standard of skill. Willingness to practice and refine their level of technique, during competition. The student has improved during the course and under pressure their level of accuracy is reasonable at times. Has a basic knowledge of competition rules and strategies. This performer competes at school level.
<b>10-12 marks</b>	The student has demonstrated a good level of technique that produces a sound standard of skill. Under pressure level of technical accuracy is reliable and there has been satisfactory progress and learning during the course. The student has introduced tactics and strategies at a satisfactory level. The student is a school level performer and shown some determination to improve their tactical awareness and understanding of competition. The student competes for their club, perhaps in a league, on a regular basis.
<b>13-15 marks</b>	The student has demonstrated an accurate and refined technique that produces a consistent and very good standard of skill. Under pressure technical accuracy is normally good and the student has shown an understanding of tactics, strategies and refinements that could be implemented to refine performance. This student competes regularly in district competitions and consistently performs well, demonstrating a high degree of sportsmanship and determination.

## A2 Athletics

Students offering athletics for practical assessment should be participating at school/club level at least. They should undertake at least an eight-week training programme that will also fulfil the requirements for fitness/training for the other coursework components. The competitive situation score will be marked from the appropriate performance tables for level and gender. They will receive their mark for this from the performance table. The assessor will then look at the technical descriptors below and award a second mark. The final mark will be the performance mark (out of 20) and technical mark (out of 20) = overall mark (out of 40, which is divided by two). The final mark is out of 20.

<b>0 marks</b>	Performance is not worthy of credit.
<b>1-4 marks</b>	The student has demonstrated a moderate level of technique which produces a below average standard of skill. No real success in advanced level events. The student has shown a basic understanding of how to improve and the tactics and rules required for competition. They may find it difficult to replicate their skill level in competition. The performer competes only in internal school events.
<b>5-8 marks</b>	The student has demonstrated an emerging level of technique that produces a moderate standard of skill. Willing to practice and refine their level of technique, during competition, and during competition and under pressure their level of accuracy is reasonable at times. The student has improved during the course and has a basic knowledge of competition rules and strategies. The performer competes at school level.
<b>9-12 marks</b>	The student has demonstrated a good level of technique that produces a sound standard of skill. Under pressure their level of technical accuracy is reliable and there has been satisfactory progress and learning during the course. The student has introduced tactics and strategies at a satisfactory level. The student is a school-level performer and has shown some determination to improve their tactical awareness and understanding of competition.
<b>13-16 marks</b>	The student has demonstrated an accurate and refined technique that produces a consistent and very good standard of skill. Under pressure, technical accuracy is normally good and the student has shown an understanding of tactics, strategies and refinements that could be implemented to refine performance. This student competes regularly in district competitions and consistently performs well, demonstrating a high degree of sportsmanship and determination.
<b>17-20 marks</b>	The student has demonstrated a very high standard of technique that produces a high level of skill in more advanced techniques. The student has introduced tactics and strategies at a high level and is able to discuss areas of refinement based on internal or external feedback. They compete regularly and possibly represent their district, county or higher. Their influence, including their sportsmanship and behaviour on their team/partner/colleagues is of great value.

AS Physical Education – athletics tables – female students

Points	Time (seconds)			Time (minutes + seconds)			Time (seconds)	
	100 m	200 m	400 m	800 m	1500 m	3000 m	84 cm	76 cm
15	13.0	26.5	61.0	2.25	5.00	10.48	16.5	69.5
14	13.2	27.0	62.0	2.30	5.10	11.00	17.0	70.5
13	13.4	28.0	63.0	2.35	5.20	11.15	17.5	71.5
12	13.6	29.0	65.0	2.40	5.30	11.30	18.0	72.5
11	13.8	30.0	67.0	2.45	5.40	11.50	18.5	74.0
10	14.0	31.0	69.0	2.50	5.50	12.10	19.0	76.0
9	14.3	32.0	71.0	2.55	6.00	12.30	19.5	78.0
8	14.6	33.0	73.0	3.00	6.10	13.00	20.0	80.0
7	14.9	34.0	75.0	3.05	6.20	13.30	20.5	82.0
6	15.2	35.0	77.0	3.10	6.30	14.00	21.0	84.0
5	15.5	36.0	80.0	3.20	6.40	14.30	21.5	86.0
4	15.9	37.0	83.0	3.30	6.50	15.00	22.0	88.0
3	16.3	38.0	86.0	3.40	7.00	15.30	22.5	90.0
2	16.7	39.0	89.0	3.50	7.20	16.00	23.0	92.0
1	17.2	40.0	92.0	4.00	7.40	16.30	23.5	94.0

AS Physical Education – athletics tables – male students

Points	Time (seconds)			Time (minutes + seconds)			Time (seconds/minutes + seconds)			
	100 m	200 m	400 m	800 m	1500 m	3000 m	9 cm	110 mH	400 mH	2000 mSC
15	11.5	23.3	52.5	2.02	4.15	9.20	16.2	59.5	6.30	6.30
14	11.7	23.6	53.5	2.05	4.20	9.40	16.4	60.5	6.45	6.45
13	11.9	23.9	54.5	2.10	4.25	10.00	16.6	61.5	7.00	7.00
12	12.1	24.2	55.5	2.15	4.30	10.20	16.8	62.5	7.20	7.20
11	12.3	24.5	56.5	2.20	4.35	10.40	17.0	64.0	7.40	7.40
10	12.5	25.0	58.0	2.25	4.40	11.00	17.2	66.0	8.00	8.00
9	12.8	26.0	60.0	2.30	4.45	11.20	17.5	68.0	8.20	8.20
8	13.1	27.0	62.0	2.35	4.50	11.40	18.0	70.0	8.40	8.40
7	13.4	28.0	64.0	2.40	5.00	12.00	18.5	72.0	9.00	9.00
6	13.7	29.0	66.0	2.45	5.15	12.30	19.0	75.0	9.30	9.30
5	14.0	30.0	68.0	2.50	5.30	13.00	20.0	78.0	10.00	10.00
4	14.5	31.0	70.0	3.00	5.45	13.30	21.0	81.0	10.30	10.30
3	15.0	32.0	72.0	3.10	6.00	14.00	22.0	84.0	11.00	11.00
2	16.0	33.0	74.0	3.20	6.15	14.30	23.0	87.0	12.00	12.00
1	17.0	34.0	76.0	3.30	6.30	15.00	24.0	90.0	14.00	14.00

AS Physical Education – athletics tables – female students

Points	High jump (metres)	Long jump (metres)	Triple jump (metres)	Pole vault (metres)	Shot 4 kg (metres)	Discus 1 kg (metres)	Javelin 600 g (metres)	Hammer 4 kg (metres)
15	1.55	4.85	9.50	2.85	8.85	29.00	32.00	31.00
14	1.52	4.75	9.40	2.75	8.65	28.50	31.00	30.00
13	1.49	4.65	9.25	2.65	8.45	28.00	30.00	29.00
12	1.46	4.55	9.00	2.55	8.25	27.50	29.00	28.00
11	1.43	4.40	8.75	2.45	8.00	26.50	28.00	27.00
10	1.40	4.25	8.50	2.35	7.75	25.50	27.00	26.00
9	1.37	4.10	8.25	2.25	7.50	24.50	26.00	25.00
8	1.34	3.95	8.00	2.15	7.25	23.00	25.00	24.00
7	1.30	3.75	7.75	2.05	7.00	21.50	24.00	23.00
6	1.25	3.55	7.50	1.95	6.75	20.00	22.00	22.00
5	1.20	3.35	7.25	1.85	6.50	18.50	20.00	20.00
4	1.15	3.15	7.00	1.75	6.25	17.00	18.00	18.00
3	1.10	2.95	6.75	1.65	5.80	15.50	16.00	16.00
2	1.05	2.75	6.50	1.55	5.30	14.00	14.00	14.00
1	1.00	2.50	6.25	1.45	4.70	12.00	12.00	12.00

AS Physical Education – athletics tables – male students

Points	High jump (metres)	Long jump (metres)	Triple jump (metres)	Pole vault (metres)	Shot 6.25 kg (metres)	Discus 1.75 kg (metres)	Javelin 800 g (metres)	Hammer 6.25 kg (metres)
15	1.83	6.25	12.85	3.30	11.50	34.00	46.00	39.00
14	1.80	6.15	12.70	3.25	11.25	33.00	44.00	38.00
13	1.75	6.05	12.55	3.20	11.00	32.00	42.00	37.00
12	1.70	5.95	12.40	3.15	10.75	31.00	40.00	36.00
11	1.65	5.80	12.25	3.05	10.25	30.00	38.00	35.00
10	1.60	5.65	12.00	2.95	9.75	29.00	36.00	33.00
9	1.55	5.50	11.75	2.85	9.25	28.00	34.00	31.00
8	1.50	5.35	11.50	2.75	8.75	27.00	32.00	29.00
7	1.45	5.20	11.00	2.60	8.25	26.00	30.00	27.00
6	1.40	5.05	10.50	2.45	7.75	25.00	28.00	25.00
5	1.35	4.90	10.00	2.30	7.25	24.00	26.00	23.00
4	1.30	4.75	9.50	2.15	6.75	22.00	24.00	21.00
3	1.20	4.40	9.00	2.00	6.25	20.00	21.00	19.00
2	1.10	4.05	8.50	1.80	5.57	18.00	18.00	17.00
1	1.00	3.70	8.00	1.60	5.00	16.00	15.00	15.00

**A2 Physical Education – athletics tables – female students**

Points	Time (seconds)			Time (minute + seconds)			Time (second)	
	100 m	200 m	400 m	800 m	1500 m	3000 m	100 mH	400 mH
20	12.5	25.8	58.5	2.14	4.40	10.16	15.2	65.0
19	12.7	26.4	59.9	2.18	4.49	10.34	15.6	66.3
18	12.9	27.1	61.4	2.22	4.58	10.52	15.9	67.5
17	13.1	27.7	62.8	2.26	5.07	11.10	16.3	68.8
16	13.3	28.4	64.3	2.30	5.16	11.28	16.7	70.0
15	13.5	29.0	65.7	2.34	5.25	11.46	17.0	71.3
14	13.7	29.7	67.2	2.40	5.34	12.04	17.4	72.5
13	13.9	30.3	68.6	2.44	5.43	12.22	17.8	73.8
12	14.1	30.9	70.1	2.48	5.52	12.40	18.1	75.0
11	14.3	31.6	71.5	2.52	6.01	12.58	18.5	76.3
10	14.5	32.2	73.0	2.56	6.09	13.16	18.9	77.5
9	14.7	32.9	74.4	3.00	6.18	13.34	19.2	78.8
8	14.9	33.5	75.9	3.04	6.27	13.52	19.6	80.0
7	15.1	34.1	77.3	3.08	6.36	14.10	19.9	81.3
6	15.3	34.8	78.8	3.12	6.45	14.28	20.3	82.5
5	15.5	35.4	80.2	3.16	6.54	14.46	20.7	83.8
4	15.7	36.1	81.7	3.20	7.03	15.04	21.0	85.0
3	15.9	36.7	83.1	3.24	7.12	15.22	21.4	86.3
2	16.1	37.4	84.6	3.28	7.21	15.40	21.8	87.5
1	16.5	38.0	86.0	3.32	7.30	16.00	22.5	90.0

**A2 Physical Education – athletics tables – male students**

Points	Time (seconds)				Time (minutes + seconds)			Time (seconds/minutes + seconds)		
	100 m	200 m	400 m	800 m	1500 m	3000 m	110 mH	400 mH	2000 mSC	
20	11.0	22.3	49.3	1.55	3.57	8.36	15.2	56.0	6.05	
19	11.2	22.8	50.7	1.58	4.03	8.55	15.7	57.5	6.19	
18	11.5	23.3	52.1	2.02	4.10	9.14	16.2	59.1	6.34	
17	11.7	23.8	53.5	2.05	4.16	9.33	16.6	60.6	6.48	
16	12.0	24.3	54.9	2.09	4.23	9.52	17.1	62.1	7.03	
15	12.2	24.8	56.3	2.12	4.29	10.11	17.5	63.6	7.17	
14	12.5	25.3	57.7	2.16	4.36	10.30	18.0	65.2	7.32	
13	12.7	25.8	59.1	2.19	4.42	10.49	18.4	66.7	7.46	
12	13.0	26.3	60.5	2.22	4.49	11.08	18.8	68.2	8.01	
11	13.2	26.8	61.9	2.26	4.55	11.27	19.3	69.7	8.15	
10	13.5	27.3	63.3	2.29	5.02	11.46	19.7	71.3	8.30	
9	13.7	27.8	64.7	2.33	5.08	12.05	20.2	72.8	8.44	
8	14.0	28.3	66.1	2.36	5.15	12.24	20.6	74.3	8.59	
7	14.2	28.8	67.5	2.39	5.21	12.34	21.1	75.8	9.13	
6	14.4	29.3	68.9	2.43	5.28	12.53	21.6	77.4	9.28	
5	14.6	29.8	70.3	2.46	5.34	13.12	22.1	78.9	9.42	
4	14.8	30.3	71.7	2.50	5.41	13.31	22.6	80.4	9.57	
3	15.0	30.8	73.1	2.53	5.47	13.50	23.1	81.9	10.11	
2	15.2	31.3	74.5	2.57	5.54	14.09	23.4	83.5	10.25	
1	15.5	32.0	75.0	3.00	6.00	14.30	23.7	85.0	10.40	

**A2 Physical Education – athletics tables – female students**

Points	High jump (metres)	Long jump (metres)	Triple jump (metres)	Pole vault (metres)	Shot 4 kg (metres)	Discus 1 kg (metres)	Javelin 600 g (metres)	Hammer 4 kg (metres)
20	1.66	5.55	10.50	3.30	10.50	37.00	37.00	38.00
19	1.63	5.39	10.32	3.20	10.21	35.79	35.79	36.79
18	1.59	5.24	10.13	3.10	9.92	34.58	34.58	35.58
17	1.56	5.08	9.95	3.00	9.63	33.37	33.37	34.37
16	1.52	4.93	9.76	2.90	9.34	32.16	32.16	33.16
15	1.49	4.77	9.58	2.80	9.05	30.95	30.95	31.95
14	1.45	4.62	9.39	2.70	8.76	29.74	29.74	30.74
13	1.42	4.46	9.21	2.60	8.47	28.53	28.53	29.53
12	1.39	4.31	9.03	2.50	8.18	27.32	27.32	28.32
11	1.35	4.15	8.84	2.40	7.89	26.11	26.11	27.11
10	1.32	4.00	8.66	2.30	7.61	24.90	24.90	25.90
9	1.28	3.84	8.47	2.20	7.32	23.68	23.68	24.68
8	1.25	3.69	8.29	2.10	7.03	22.47	22.47	23.47
7	1.22	3.53	8.11	2.00	6.74	21.26	21.26	22.26
6	1.18	3.38	7.92	1.90	6.45	20.05	20.05	21.05
5	1.15	3.22	7.74	1.80	6.16	18.84	18.84	19.84
4	1.11	3.07	7.55	1.70	5.87	17.63	17.63	18.63
3	1.08	2.91	7.37	1.60	5.58	16.42	16.42	17.42
2	1.04	2.75	7.18	1.50	5.29	15.21	15.21	16.21
1	1.01	2.60	7.00	1.40	5.00	14.00	14.00	15.00

**A2 Physical Education – athletics tables – male students**

Points	High jump (metres)	Long jump (metres)	Triple jump (metres)	Pole vault (metres)	Shot 6.25 kg (metres)	Discus 1.75 kg (metres)	Javelin 800 g (metres)	Hammer 6.25 kg (metres)
20	1.98	6.85	14.00	4.20	13.00	41.00	54.00	54.00
19	1.94	6.68	13.68	4.07	12.63	39.74	52.05	52.05
18	1.90	6.52	13.37	3.94	12.26	38.47	50.11	50.11
17	1.86	6.35	13.05	3.81	11.89	37.21	48.16	48.16
16	1.82	6.19	12.74	3.68	11.53	35.95	46.21	46.21
15	1.77	6.02	12.42	3.56	11.16	34.68	44.26	44.26
14	1.73	5.86	12.11	3.43	10.79	33.42	42.32	42.32
13	1.69	5.69	11.79	3.30	10.42	32.16	40.37	40.37
12	1.65	5.52	11.47	3.17	10.05	30.89	38.42	38.42
11	1.61	5.36	11.16	3.04	9.68	29.63	36.47	36.47
10	1.57	5.19	10.84	2.91	9.32	28.37	34.53	34.53
9	1.53	5.03	10.53	2.78	8.95	27.10	32.58	32.58
8	1.49	4.86	10.21	2.65	8.58	25.84	30.63	30.63
7	1.45	4.69	9.89	2.52	8.21	24.58	28.68	28.68
6	1.40	4.53	9.58	2.40	7.84	23.32	26.74	26.74
5	1.36	4.36	9.26	2.27	7.47	22.05	24.79	24.79
4	1.32	4.20	8.95	2.14	7.11	20.79	22.84	22.84
3	1.28	4.03	8.63	2.01	6.74	19.53	20.89	20.89
2	1.24	3.87	8.32	1.88	6.37	18.26	18.95	18.95
1	1.20	3.70	8.00	1.75	6.00	17.00	17.00	17.00

<b>Canoeing</b>	
<b>General statement</b>	
Students will be assessed both on their practical ability and their knowledge and understanding of safety, first aid, planning, access and environment appropriate to the stage of assessment. AS students will be expected to perform to the syllabus requirement as laid down by the BCU at Two Star Test level. Students should be familiar with all theoretical aspects of each test. At both AS and A2, students use either an open canoe or kayak. The assessment programme has been written specifically for canoeing.	
<b>Expected skills to be shown (AS) 15 marks</b>	
<b>Practical 'A'</b>	
Students will be required to follow the syllabus as defined by Practical 'A' in the BCU handbook <i>Two Star Tests for either Kayak or Open Canoe</i> . The successful completion of each of the skills and techniques will be marked as appropriate to their degree of difficulty. Full details of each can be found in the appropriate Two Star Test booklet.	
<b>Skill/technique</b>	<b>Mark</b>
1 Lifting, launching and carrying the kayak/canoe	1
2 Efficient forward paddling, plus solo for canoe	1
3 Reverse paddling and stopping, plus tandem/solo for canoe	1
4 Moving the kayak/canoe sideways	1
5 Preventing a capsize	1
6 Ruddering	1
7 Turning, plus tandem/solo for canoe	1
8 Disembarking	1
The award of the whole given mark must be done on the successful completion of the full description.	
<b>AS – Practical 'B'</b>	
Students will be required to complete the following tasks to obtain the given marks. Full details may be obtained from the appropriate practical 'B' section of the BCU Two Star Test booklet.	
A) Kayak – Deep water rescue – take charge of a deep water rescue, which should be carried out without assistance, then act as a victim.	
B) Canoe – Jump out and climb in Linked paddling movement Sailing	
C) Select for kayak, or canoe as appropriate, and demonstrate successfully the beginnings in:	
<b>Content</b>	<b>Mark</b>
Sculling draw or off-side draws	1
Sculling support or simple pry strokes	1
Eskimo rescue or poling/moving by use of painters or lines	3
D) Journeying: Provide evidence of at least one journey of about two hours (6 km) duration = 2 marks	

### Expected skills to be shown (A2)20 marks

Students are required to follow the syllabus as defined by Practical 'A' in the BCQ handbook *Three Star Test for either kayak or open canoe*. The successful completion of each of the skills and techniques will be marked as appropriate to their degree of difficulty. Full details of each can be found in the appropriate Three Star Test booklet. The final mark (skills mark out of 20 + competitive situation mark out of 20, divided by 2) is out of 20.

Skill/technique – Kayak	Mark
1 Lifting, carrying and launching	1
2 Efficient forward paddling	1
3 Reverse over a figure-of-8-course	2
4 Turning whilst on the move	2
5 Low brace and turn	1
6 Bow rudder	1
7 Moving sideways, both static and on the move	2
8 Skulling draw	1
9 Draw on the move	1
10 Hanging draw	1
11 Supporting	1
12 Sculling for support	1
13 Recovery strokes	1
14 Securing	1
15 Tilting to assist turning	2
<b>Total =</b>	<b>/20</b>

The award of the whole given mark must be done on the successful completion of the full description.

### Practical 'B'

Students will be required to complete the following tasks to obtain the given marks. Full details may be obtained from the appropriate practical 'B' section of the BCU Three Star Test booklet.

#### Kayak

Skill	Mark
Deep water rescue	2
Towing and use of two line	2
Eskimo rescue	2
Recovery of a swimmer	2

Demonstrate the satisfactory beginning in:

Rolling	3
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#### Journeying

Provide evidence of at least three journeys of about three hours' duration (10 km) each. Each journey completed successfully carries three marks. Examiners will be given discretion to award marks on the basis of paddling, safety/awareness and timekeeping (9 marks).

## Canoeing

Skill/technique – Open canoe	Mark
1 Lifting, carrying and launching	1
2 Efficient forward paddling	2
3 Reverse over a figure-of-8-course	2
4 Tight turns whilst on the move	2
5 Tandem – bow and stern paddlers combined	1
6 Turn one	1
7 Turn two	1
8 Solo turn one	2
9 Solo turn two	2
10 Moving sideways, both static and on the move	2
11 Supporting	1
12 Securing	1
13 Tilting to assist turning	2
<b>Total =</b>	<b>/20</b>

The award of the whole given mark must be done on the successful completion of the full description.

## Practical 'B'

### Open Canoe

Skill	Mark
Deep water rescue	2
Towing and use of tow line	1
Recovery of a swimmer	2
Poling	2
Demonstrate satisfactory beginning in:	
knifed J (Canadian) stroke	2
trim/tilt and balance and sailing	2

### Journeying

Provide evidence of at least three journeys of about three hours' duration (10 km) each, each journey completed successfully carries three marks. Examiners will be given discretion to award marks on the basis of paddling, safety/awareness and timekeeping (9 marks).

### Additional information

Journeys must not be attempted alone and it is recommended that they are carried out under the direct guidance of a Level III, or above, BCU instructor/coach. All BCU guidelines must be observed. Centres may wish to ensure that all students have passed the 'foundation safety and rescue training course' and 'Aquatic First Aid Level 1'.

Centres allowing students to undertake canoeing must ensure that the centre has the appropriate Adventure Activities Licensing Authority (AALA) approval.

<b>Climbing</b>
<b>General statement</b>
<p>All activities must be conducted by appropriately qualified instructors. Students should not be put at risk at any time during the course, therefore lead climbing, soloing and abseiling without a top rope are prohibited. Students will be assessed on their technical competence in relation to their knowledge of climbing equipment, use of suitable anchors, effective belaying and personal climbing skills. Students also need to be conversant with the climbing environment in relation to access, conservation, climbing etiquette, contemporary issues and history of the sport. The use of natural and artificial rock is required. Students offering climbing for practical assessment should be participating in events and activities on a regular basis. Students could be members of a club or association that offers the experiences of a variety of climbs in a range of environments. They should undertake at least an eight-week training programme that also fulfils the requirements for fitness/training for the other coursework components.</p>
<b>Expected skills to be shown (AS)</b>
<ul style="list-style-type: none"> <li>• Using harness, rope and helmet</li> <li>• Evaluating the condition of climbing equipment</li> <li>• Using a climbing wall and bouldering area</li> <li>• Assessing and using a wide variety of pre-place anchors</li> <li>• Belaying another climber, holding a top-roped and a bottom-roped fall and performing a lower</li> <li>• Moving confidently on rock employing a variety of appropriate techniques reflecting good body position, balance, foot and hand holds on different rock features</li> <li>• Warming-up effectively before climbing and employing training programmes reflecting the knowledge learnt in other areas of the syllabus</li> <li>• Using good practice in the care and conservation of the environment.</li> </ul>
<b>Expected skills to be shown at A2</b>
<ul style="list-style-type: none"> <li>• Rope management – coiling, uncoiling, preparation and carrying.</li> <li>• Selecting and using a single anchor to set up top and bottom rope systems for use.</li> <li>• Select and use a multiple anchors to set up top and bottom rope systems for use.</li> <li>• Setting up and undertaking an abseil and locking off the abseil device during descent. Where appropriate they should use rope systems to demonstrate a range of sound anchors. These might include spikes, blocks, threads, chockstones, nuts, camming devices and fixed equipment. <b>Instructors must assess all anchors before use.</b></li> <li>• Increasing confidence and technical competence when performing on progressively harder grades.</li> </ul>

## Cross country

### Performance tables

Students offering cross country for practical assessment should be participating at school/club level. They will be undertaking an annual training programme that will also fulfil the requirements for fitness/training for the other coursework components.

The nature of cross country means that there has to be some flexibility regarding terrain and course distance. A shorter course will probably be over heavier more 'hilly' terrain while a longer course will be over a flatter, firmer surface. Students will perform the run(s) over the following distances: Male 6,500-7,500 m and female 3,500-4,500 m. Students are allowed to take their best performance in a series. Times given are in minutes/seconds.

	AS	
Mark	Male 6500-7500 m	Female 3500-4500 m
15	30.00	18.00
14	30.20	18.20
13	30.40	18.40
12	31.00	19.00
11	31.20	19.20
10	31.40	19.40
9	32.00	20.00
8	32.20	20.20
7	32.40	20.40
6	33.00	21.00
5	33.20	21.20
4	33.40	21.40
3	34.00	22.00
2	34.30	22.30
1	35.00	23.00

	A2	
Mark	Male 6500-7500 m	Female 3500-4500 m
20	29.00	17.00
19	29.16	17.16
18	29.32	17.32
17	29.48	17.48
16	30.04	18.04
15	30.20	18.20
14	30.36	18.36
13	30.52	18.52
12	31.08	19.08
11	31.24	19.24
10	31.40	19.40
9	31.56	19.56
8	32.12	20.12
7	32.28	20.28
6	32.44	20.44
5	33.00	21.00
4	33.16	21.16
3	33.32	21.32
2	33.48	21.48
1	34.00	22.00

<b>Dance</b>	
<p>Students to be offering dance for their practical assessment should be participating in at least one style of dance on a regular basis. This does not have to be in regular performances outside of school but they should be undertaking regular classes to refine their skill and completing sufficient fitness and training regimes to fulfil the other coursework requirements.</p> <p>Students can choose from a range of styles, for example: street, ballet, tap, modern, disco, contemporary, hip hop and ballroom.</p> <p>They are required to show at least one individual dance and one group dance for practical assessment. This can be completed within the centre or as part of a dance performance which could be recorded externally. The centre will assess both performances and mark the student on their individual performance and their performance as an individual within a group, using the marking bands below.</p> <p>Students should attempt to include within their choreography a range of the following: motif, canon, shadow, a change of speed, change of levels, twists, turns, phrasing, rhythm and specific dance steps/moves for their chosen style.</p>	
<b>Dance – AS</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	The student has demonstrated limited mastery of basic effort actions and limited control of bodily movements. The student lacks confidence and concentration in performance. They will only demonstrate basic moves and will do this with limited consistency and body shape. There will be a limited range of choreography and this will be evident in the pace, phrasing and creativity of the overall performance.
<b>4-6 marks</b>	The student has demonstrated a wide variety of actions using the body in a fluid manner, and an understanding of linking body actions and movement phrases throughout the dance. The student projects with some confidence, but focus tends to be inward. There will be evidence of planning in the choreography to add interest to the overall performance using a range of skills and techniques.
<b>7-9 marks</b>	The student has demonstrated clarity of expression through intended body action, showing some fluency of movement and rhythmic awareness. The student projects, with confidence but lacks focus and continuity. The overall choreography in each of the performances is generally good and the student has been able to make a contribution to this. The student has a good knowledge of the generic dance terminology and for specific styles that they are performing.
<b>10-12 marks</b>	The student has demonstrated clear understanding of expression through well-structured movement. Rhythmic patterns show fluency, continuity and logical progression. The student projects with confidence and focus. They can contribute fully to the choreography of a range of performances and can combine different styles within this. They are both a good individual performer and a significant contributor to a group performance.
<b>13-15 marks</b>	The student has demonstrated clarity of expression by skilful mastery, fluency and control of the body through varied use of tempo, dynamics and accents of movement. The student possesses excellent body management skills, is highly confident and is well-focused. This student is able to choreograph successful performances in more than one style using their training to perform interesting and creative pieces. They are an excellent performer in both individual and group performances.

<b>Dance – A2</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-4 marks</b>	The student has demonstrated limited mastery of basic effort actions and limited control of bodily movements. The student lacks confidence and concentration in performance. They will only demonstrate basic moves and will do this with limited consistency and body shape. There will be a limited range of choreography and this will be evident in the pace, phrasing and creativity of the overall performance.
<b>5-8 marks</b>	The student has demonstrated a wide variety of actions using the body in a fluid manner, and an understanding of linking body actions and movement phrases throughout the dance. The student projects with some confidence, but focus tends to be inward. There will be evidence of planning in the choreography to add interest to the overall performance using a range of skills and techniques.
<b>9-12 marks</b>	The student has demonstrated clarity of expression through intended body action, showing some fluency of movement and rhythmic awareness. The student projects, with confidence but lacks focus and continuity. The overall choreography in each of the performances is generally good and the student has been able to make a contribution to this. The student has a good knowledge of the generic dance terminology and for specific styles that they are performing.
<b>13-16 marks</b>	The student has demonstrated clear understanding of expression through well-structured movement. Rhythmic patterns show fluency, continuity and logical progression. The student projects with confidence and focus. They can contribute fully to the choreography of a range of performances and can combine different styles within this. They are both a good individual performer and a significant contributor to a group performance.
<b>17-20 marks</b>	The student has demonstrated clarity of expression by skilful mastery, fluency and control of the body through varied use of tempo, dynamics and accents of movement. The student possesses excellent body management skills, is highly confident and is well-focused. This student is able to choreograph successful performances in more than one style using their training to perform interesting and creative pieces. They are an excellent performer in both individual and group performances.

## Golf

The following assessment criteria should be applied to students undertaking golf for practical assessment.

Students will be assessed against their own handicap and on their knowledge and understanding of the rules of golf, appropriate course procedure and codes of conduct.

Due to the nature of golf, students will be assessed on their ability to play over a minimum of three full rounds played on two different courses – courses A and B. The two marks given for assessing play on course A and course B will be made out a maximum of 15/20 which will then be added together to give a final mark out of 30/40.

**Skills expected**

Golfers must show techniques which underpin the successful completion of strokes played off the tee – drives and long irons, in approaching the greens – fairway irons/woods and bunker strokes/short game.

In addition, their putting should reflect their ability to read the lie of greens successfully. Students' selection of clubs should be appropriate for the terrain and course difficulty and should take into account obstacles such as water and local hazards. The quality of the student's 'swing' will reflect control, timing and the ability to apply draw, fade and spin to the ball.

Under pressure, students should play well consistently and make few, if any, unforced errors. Students should have a high level of knowledge of a course and the conditions affecting their ability to 'play to handicap'.

**Handicap information**

AS		A2	
1-3 marks	Will have no handicap.	1-4 marks	It will be <28.
4-6 marks	Will play off of <28.	5-8 marks	Will play off of <20.
7-9 marks	Will play off of <18.	9-12 marks	Will play off of <16.
10-12 marks	Will play off of <14.	13-16 marks	Will play off of <12.
13-15 marks	Will play off of <10.	17-20 marks	Will play off of <8.



<b>Gymnastics</b>	
<p>The student will be expected to choreograph a floor routine based on the skills required to achieve the relevant marks in the attached tables. The combinations and links of skills will be individual so as not to remove the artistic component of this discipline. The student will be able to complete the vaults for this grade boundary at both AS and A2. The assessor will use the descriptors and the skill tables to grade the final routine (30 or 40 divided by 2 = final mark out of 15 or 20 respectively).</p>	
<p><b>Sequence vaulting and agilities</b></p> <p>The personal performance will be marked from the appropriate table on the following pages. The emphasis of the assessment will be how easily the student can perform, and the quality of the body line, extension and body tension. Students offering gymnastics for practical assessment should be participating at school/club level at least. They should be undertaking an annual training programme that fulfils the requirements for fitness/training for the other coursework components.</p>	
<b>Gymnastics – AS</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	The student may have performed quite well on some of the basic skills but has difficulty with the more advanced skills. Overall they have a restricted range of movement skills and lack appreciation of body tension. Sequence shows poor flow and continuity. They have performed most of the majority skills listed for this mark boundary.
<b>4-6 marks</b>	The student has performed well on the basic skills, and on some of the more advanced skills in isolation. However, they have a fairly restricted range of skills overall and usually only perform the skills included for this range of marks. They show a little appreciation of quality in movements. Body tension is poor in some movements. They find difficulty in performing the skills under pressure. They have some basic knowledge of competition skills. They may perform in internal and external school competitions.
<b>7-9 marks</b>	The student has performed well and shown consistency with the basic skills. The student has performed basic skills with some evidence of quality from the included skills lists for this mark range. They have demonstrated an awareness of flow and continuity and compete regularly in school competitions.
<b>10-12 marks</b>	The student is at the standard of a club performer, who can perform the basic skills very well and be consistent with the more advanced skills in the routine. They have included all of the skills expected for these marks and linked them in a sound routine demonstrating body management skills. The student has demonstrated an appreciation of quality in a fairly wide range of movements. They have a good knowledge of strategies and how to apply them in a competitive situation.
<b>13-15 marks</b>	The student has performed a wide range of movements showing a sound appreciation of quality. The student possesses excellent body management skills. Their routine includes advanced skills and combinations from the included skills lists. They have shown excellent continuity and link movements to create an aesthetic performance. This student could represent district, county or association at the appropriate age group.

<b>Gymnastics – A2</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-4 marks</b>	The student may have performed quite well on some of the basic skills but has difficulty with the more advanced skills. Overall they have a restricted range of movement skills and lack appreciation of body tension. Sequence shows poor flow and continuity. They have performed most of the majority skills listed for this mark boundary.
<b>5-8 marks</b>	The student has performed well on the basic skills, and on some of the more advanced skills in isolation. However, they have a fairly restricted range of skills overall and usually only perform the skills included for this range of marks. They show a little appreciation of quality in movements. Body tension is poor in some movements. They find difficulty in performing the skills under pressure. They have some basic knowledge of competition skills. They may perform in internal and external school competitions.
<b>9-12 marks</b>	The student has performed well and shown consistency with the basic skills. The student has performed basic skills with some evidence of quality from the included skills lists for this mark range. They have demonstrated an awareness of flow and continuity and compete regularly in school competitions.
<b>13-16 marks</b>	The student is at the standard of a club performer, who can perform the basic skills very well and be consistent with the more advanced skills in the routine. They have included all of the skills expected for these marks and linked them in a sound routine demonstrating body management skills. The student has demonstrated an appreciation of quality in a fairly wide range of movements. They have a good knowledge of strategies and how to apply them in a competitive situation.
<b>17-20 marks</b>	The student has performed a wide range of movements showing a sound appreciation of quality. The student possesses excellent body management skills. Their routine includes advanced skills and combinations from the included skills lists. They have shown excellent continuity and link movements to create an aesthetic performance. This student could represent district, county or association at the appropriate age group.

## Gymnastics – listed skill components

Each student will produce a sequence lasting 40-60 seconds (male) or 60-90 seconds (female). The sequence takes place on a square of mats, minimum 10 metres by 10 metres. Students will produce a written sequence and a diagram of pathway before assessment and moderation. Female students can use instrumental music.

The performance of the listed gymnastic agilities and vaults at AS and A2 will be marked against a recommended technical model.

The sequence will include at least two elements from each of the following core areas: rolls, jumps, balances and movement in which weight is taken on hands.

Students will be assessed on the quality of the individual movements and the changes of shape, speed and direction of the sequence, together with the degree of continuity shown.

	Tick	1-3	4-6	7-9	10-12	13-15
<b>Basic agilities (AS only)</b>		Any 3	Any 5	Any 7	Any 9	All
Handstand forward roll						
Backward roll						
Forward roll to straddle						
Shoulder balance						
Arabesque						
Handstand						
Forward walkover						
2 x cartwheel						
Arab spring						
Jumps – tucked, straddle and piked						
Full twist						
<b>Basic vaults (cross box) (AS only)</b>		Any 1	Any 2	Any 2	Any 3	All
Through vault						
Straddle vault						
Neck spring						
Handspring						

Skills	Tick	1-4	5-8	9-12	13-16	17-20
<b>Advanced agilities (A2 only)</b>		<b>Any 2</b>	<b>Any 4</b>	<b>Any 6</b>	<b>Any 8</b>	<b>All</b>
Dive forward roll to straddle						
Backward roll to handstand						
Backward walkover						
Handspring						
Splits – front or box						
Arab spring back-flip						
Front somersault						
Handstand half-turn						
2 x cartwheel – one hand						
Arab spring back somersault						
<b>Advanced vaults (A2 only)</b>		<b>Any 1</b>	<b>Any 2</b>	<b>Any 3</b>	<b>Any 4</b>	<b>All</b>
Through vault						
Neck spring						
Long box – straddle vault						
Cross box – handspring						
Cross box – handspring ½ twist						

Students who are performing at a higher level can use a vaulting table on which to be assessed.

When assessing skills the following should be considered.

**Advanced agility (A)**

- 1 Entry into movement
- 2 Control of movement
- 3 Extension
- 4 Exit from movement
- 5 Overall quality

**Advanced vault (B)**

- 1 Approach/take-off/flight on
- 2 Control of movement
- 3 Repulsion/flight off
- 4 Landing
- 5 Quality of vault

<b>Judo</b>
<b>General statement</b>
Students will be assessed as to their effective performance in a recognised judo environment culminating in free practice (Randori) and contests as appropriate. The use of the British Judo Association guidelines on all forms of practice and competition should be observed. The nature of Judo as an individual activity means it will have its own performance and assessment programme. Students must complete at least an eight-week training/fitness programme to enable them to complete the other coursework components.
<b>Expected skills to be shown (AS)</b>
<ul style="list-style-type: none"> <li>• 3rd mon to 4th mon    1-3</li> <li>• 4th mon to 5th mon    1-3</li> <li>• 5th mon to 6th mon    1-3</li> <li>• Beginner to 9th Kyu    4-6</li> <li>• 9th Kyu to 8th Kyu    7-9</li> <li>• 8th Kyu to 7th Kyu    10-12</li> <li>• 7th Kyu to 6th Kyu    13-15</li> </ul>
<b>Expected skills to be shown (A2)</b>
<ul style="list-style-type: none"> <li>• 6th Kyu to 5th Kyu    1-3</li> <li>• 5th Kyu to 4th Kyu    4-6</li> <li>• 4th Kyu to 3rd Kyu    7-9</li> <li>• 3rd Kyu to 2nd Kyu    10-12</li> <li>• 2nd Kyu to 1st Kyu    13-15</li> </ul>
<b>Additional information</b>
All students must observe the established procedures and performance guidelines of the BJU. Students should be assessed only by the appropriate level of authorised BJU examiner.



## Karate

The syllabus is based on the knowledge and skill expected from a student with previous experience in Karate, at least to GCSE level, who trains with a qualified Karate coach for at least two one-hour sessions per week over nine-to-ten month period. Students with greater experience of Karate should demonstrate a much higher skill level.

Students will be assessed on the quality of the performance of individual skills from the following.

- a) KIHON: a range of basic techniques, including basic combinations
- b) KATA: formal exercise sequence
- c) KUMITE: sparring.

The following syllabus is Shotokan-based, and would be appropriately adapted for Goju Ryu, Shito Ryu or Wado Ryu etc.

Most of the terms used are generic, and will be understood by qualified coaches and assessors.

	Shotokan term	Other style/alternative
KIHON Three punch combination Rising block, reverse punch, downward block Outside block, reverse punch Outside block, elbow strike, backfist strike Inside block, double punch Knife hand block, front kick, spear hand thrust Double front kick (changing legs) Round house kick Back kick	Sanbon tsuki Age uke, guaku tsuki, gedan barai  Soto uke, gyaku tsuki Soto uke, empi uchi, uraken  Uchi uke, kizame tsuki, gyaku tsuki Shuto uke, mae ashi geri, nukite  Mae ren geri Mawashi geri Ushiro geri	
b) KATA 1st Basic Kata 2nd Basic Kata 3rd Basic Kata 4th Basic Kata 5th Basic Kata	Kihon Kata Heian Shodan Heian Nidan Heian Sandan Hein Yondan	
c) KUMITE One-step basic sparring with attacker using stepping punch to the face and stomach and front kick and side thrust kick to the stomach	Kihon Ippon Kumite Jodan and Chudan Oi-tsuke, Chudan Mae geri and yoko geri kekome	

Students will be expected to demonstrate (written or verbally), knowledge of:

- the definition of Karate
- the history of Karate
- the rules of dojo etiquette
- the dojo code
- general code of conduct for Karateka
- the rules and procedures for Kata competitors
- the rules and procedures for Kumite competitors.

Karate (AS and A2 Level) Level: KIHON		
All techniques and combinations must be performed a minimum of three times, with Kiai on the last technique or combination.		
0 marks		All techniques or combinations performed are not worthy of credit.
1-3 marks (AS)	1-4 marks (A2)	All techniques or combinations performed with reasonable form and coordination.
4-6 marks (AS)	5-8 marks (A2)	All techniques or combination at medium speed with reasonable form and co-ordination.
7-9 marks (AS)	9-12 marks (A2)	All techniques or combinations at full speed with good form and co-ordination.
10-12 marks (AS)	13-16 marks (A2)	All techniques or combinations at full speed with very good form. Good focus, power and smoothness of application.
13-15 marks (AS)	17-20 marks (A2)	All techniques or combinations at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.

Karate (AS and A2 Level) Level: KUMITE		
At all levels of Kumite, the emphasis must be on good control and safe delivery of attacks and counter-attacks. Kiai should be delivered on every counter-attack, or, where a combination counter is used, on the last technique.		
0 marks		Form and combination not worthy of credit.
1-3 marks (AS)	1-4 marks (A2)	Kihon Ippon Kumite performed with reasonable form and co-ordination and Kiai.
4-6 marks (AS)	5-8 marks (A2)	Kihon Ippon Kumite at medium speed with reasonable form and co-ordination and Kiai.
7-9 marks (AS)	9-12 marks (A2)	Kihon Ippon Kumite at full speed with good form and co-ordination and Kiai.
10-12 marks (AS)	13-16 marks (A2)	Kihon Ippon Kumite at full speed with very good form, good focus, power and smoothness of application, good timing and vigorous Kiai.
13-15 marks (AS)	17-20 marks (A2)	Kihon Ippon Kumite at full speed with very good form, very good focus, maximum power, smoothness of application, very good timing, correct distance and vigorous Kiai.
Additional information		
Acceptable styles of Karate are strictly limited to the following four styles: Go Ju Ryu, Shito Ryu, Shotokan and Wado Ryu. No other discipline or style will be accepted. Centres should ensure that a student has been taught by a suitably qualified instructor of the English Karate Governing Body and/or the Karate Union of Great Britain and that all safety requirements have been met.		

Karate (AS and A2 Level) Level: KUMITE						
Level	0 marks	1-3 marks (AS)	4-6 marks (AS)	7-9 marks (AS)	10-12 marks (AS)	13-15 marks (AS)
		1-4 marks (A2)	5-8 marks (A2)	9-12 marks (A2)	13-16 marks (A2)	17-20 marks (A2)
KATA	Performance not worthy of credit.					1st and 2nd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	Performance not worthy of credit.	3rd Basic Kata performed with reasonable form and co-ordination.	3rd Basic Kata at medium speed with reasonable form and co-ordination.	3rd Basic Kata at full speed with good form and co-ordination.	3rd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	3rd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	Performance not worthy of credit.	4th Basic Kata performed with reasonable form and co-ordination.	4th Basic Kata at medium speed with reasonable form and co-ordination.	4th Basic Kata at full speed with good form and co-ordination.	4th Basic Kata at full speed with very good form, good focus, power and smoothness of application.	4th Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
		5th Basic Kata performed with reasonable form and co-ordination.	5th Basic Kata at medium speed with reasonable form and co-ordination.	5th Basic Kata at full speed with good form and co-ordination.	5th Basic Kata at full speed with very good form, good focus, power and smoothness of application.	5th Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.

<b>Rowing</b>		
Students offering rowing for practical assessment should be participating at school/club level at least. They should undertake at least an eight-week training programme that will also fulfil the requirements for fitness/training for the other coursework components.		
<b>General statement</b>		
Students should demonstrate their effective performance in either a time trial over 3000 m or more, or alternatively a side-by-side competitive situation of 1000-2000 m.		
Students should demonstrate their performance in relation to the successful application of:		
<ul style="list-style-type: none"> <li>• appropriate knowledge of the rules governing the type of racing undertaken</li> <li>• knowledge of the water to be used and the ARA Safety Code</li> <li>• knowledge and use of appropriate tactics and strategies.</li> </ul>		
<b>Expected skills to be shown</b>		
<b>Rowing and sculling</b>		<b>Coxing</b>
Entry		Safety
Drive		Steering
Extraction		Communication
Recovery		Strategy
Ratio, rhythm and timing		Coaching
<b>Assessment criteria</b>		
Students will be assessed on the five listed components and this should be used in addition to the grade band descriptors to give a final mark out of 15 or 20.		
	<b>Rowing and sculling</b>	<b>Coxing</b>
Preparation	Accuracy	Knowledge
Execution	Length/speed	Still/execution
Result	Effectiveness of stroke	Effectiveness
<b>Additional information</b>		
Students cannot offer themselves for assessment in more than one type of boat per examination series.		
It is recommended that ARA (Amateur Rowing Association) Bronze (Level 3) coaches carry out assessments, while it is acceptable for ARA Instructor (Level 2) coaches to give tuition. Coaches must adhere to the ARA Safety Code in all situations with due regard given to all aspects of the code.		



<b>Skiing</b>
Students offering skiing for practical assessment should be participating at school/club level at least. They should do at least an eight session training programme, or a minimum of one week's skiing, and three formal performance opportunities. This can include the start of and finish of a complete red/black run based on ability, the degree of difficulty of the run and the quality of skiing demonstrated under the pressure of expectation of the student. Centres will submit a single mark of 15 or 20 based on a summative evaluation of technical ability and skiing performances.
<b>General statement</b>
Students will be assessed on their practical performance and their knowledge, understanding and awareness of safety, planning and environment appropriate to their level and experience. The techniques and manoeuvres may be carried out on snow or artificial slopes. A test of the skier's ability to apply techniques and awareness to practical situations must be completed on snow.
<b>Expected skills to be shown (AS)</b>
<p>Students must demonstrate the following:</p> <ul style="list-style-type: none"> <li>• straight descent (schuss)</li> <li>• snowplough without turning</li> <li>• going from a schuss to a plough to a schuss</li> <li>• traverses, joined by snowplough turns</li> <li>• ten linked snowplough turns</li> <li>• swing to the hill from a steep traverse (on both sides)</li> <li>• rhythmically linking ten basic swings</li> <li>• carved turns</li> <li>• linked parallel turns with a controlled emergency stop</li> <li>• a controlled descent of a slalom course (with a minimum of 10 turning poles).</li> </ul>

### Expected skills to be shown (A2)

In addition to those skills shown at AS, students should demonstrate the following:

- linked snowplough turns funnelling into rhythmically linked basic parallels
- between 10 and 20 un-weighted parallel turns with good leg extension and varying the radius of turns
- between 10 and 20 linked parallel turns without significant un-weighting
- between 10 and 20 short swings showing control of speed, rhythm and co-ordination
- a terrain jump without falling on landing
- turns: swing turn, carved turn, parallel turn and reverse snow plough turn
- traverse
- emergency stop
- schuss
- terrain jump.

### AS/A2 – Performance situation

Students must choose a good route down a red or black run showing control and consideration to other skiers.

<b>Swimming</b>	
<p>Students offering swimming for practical assessment should be participating at least school/club level. They should undertake at least an eight-week training programme that will also fulfil the requirements for fitness/training for the other coursework components. The competitive situation score will be marked from the appropriate performance tables for level and gender. Students will be assessed in one stroke during competition and awarded the relevant score from the performance table. They will then be awarded a technical score from the level descriptors below. Their final mark will be their <b>performance mark (out of 15) + technical mark (out of 15) = overall mark (out of 30, then divided by 2).</b></p>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	The student has demonstrated a lack of technique that overall produces a low standard of skill. There is no real success in the performance of a stroke to a more advanced level. Under pressure the level of technical accuracy is low. The student, where appropriate, has incorporated some tactics and strategies while showing a vague perception of the requirements to perform in their chosen strokes. They may be participating in local and internal school competitions.
<b>4-6 marks</b>	The student has demonstrated a moderate level of technique that produces a below-average standard of skill. There are some initial signs of being able to introduce and perform more advanced techniques to a stroke. Under pressure, the level of technical accuracy is limited. The student has introduced and used tactics and strategies of a rudimentary level while showing some perception of the requirements to perform in their chosen strokes. The student could be competing at school level.
<b>7-9 marks</b>	The student has demonstrated an emerging level of technique that produces an average standard of skill in a stroke. There is an improved success in the performance of more advanced skills in a stroke. Under pressure, the level of technical accuracy is reasonable at times and they may not be as successful with racing turns and starts during competition. The student has introduced and used tactics and strategies of a satisfactory level while showing a developing perception of the requirements to perform in their chosen strokes. The student represents a club and participates in regular competition some of which may be at school level.
<b>10-12 marks</b>	The student has demonstrated a more consistent and accurate level of technique that produces a good standard of skill. They are consistent during competition and perform more advanced skills such as racing starts and turns. They can do more advanced skills in a stroke. Under pressure, the level of technical accuracy is more consistent. The student has introduced and used tactics and strategies of a wider level while showing more understanding of the perception requirements to perform in his/her chosen strokes. The student represents their club or higher on a regular basis.
<b>13-15 marks</b>	The student has demonstrated an accurate and refined level of technique that produces a very good standard of skill. They perform very well in competition and are a positive influence on their own team/partner or colleagues. There is success in the application of more advanced skills to a stroke. Under pressure, the level of technical accuracy remains good. The student has introduced and used tactics and strategies at an increased level while showing a mature perception of the requirements to perform in their chosen strokes. The student represents district, county or association at the appropriate age group.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in their chosen stroke technique.

### AS Physical Education – swimming tables

Time (seconds) to perform 50m swim (with one turn if necessary).

Points	Female				Male			
	Front crawl	Breast stroke	Back stroke	Butterfly	Front crawl	Breast stroke	Back stroke	Butterfly
15	35.0	47.0	43.0	40.0	30.0	40.0	38.0	34.0
14	36.0	48.0	44.0	41.0	31.0	41.0	39.0	35.0
13	37.0	49.5	45.0	42.0	32.0	42.0	40.0	36.0
12	38.5	51.0	46.5	43.0	33.5	43.0	41.0	37.0
11	40.0	52.5	48.0	44.0	35.0	44.5	42.0	38.0
10	41.5	54.0	49.5	46.0	36.0	46.0	43.0	39.0
9	43.0	55.0	51.0	47.0	37.0	47.0	44.0	40.0
8	44.0	56.0	52.0	48.0	38.0	48.0	45.0	41.0
7	45.0	57.0	53.0	49.0	39.0	49.0	46.5	42.0
6	46.0	58.0	54.0	50.0	40.0	50.0	48.0	43.0
5	47.5	59.0	55.0	52.0	42.0	52.0	49.0	44.0
4	49.0	60.0	56.0	54.0	44.0	54.0	50.0	46.0
3	51.0	61.0	58.0	56.0	46.0	56.0	52.0	48.0
2	53.0	63.0	60.0	58.0	48.0	58.0	54.0	50.0
1	55.0	65.0	62.0	60.0	50.0	60.0	56.0	52.0

<b>Swimming (A2 Level)</b>	
<p>Students offering swimming for practical assessment should be participating at least school/club level. They should undertake at least an eight-week training programme that will also fulfil the requirements for fitness/training for the other coursework components. The competitive situation score will be marked from the appropriate performance tables for level and gender. Students will be assessed in one stroke during competition and awarded the relevant score from the performance table. They will then be awarded a technical score from the level descriptors below. Their final mark will be:</p> <p><b>Performance mark (/20) + technical mark (/20) = overall mark (out of 40, then divide by 2). Final mark = /20</b></p>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-4 marks</b>	The student has demonstrated a moderate level of technique that produces for a below-average standard of skill. There is no real success in the performance of a stroke to a more advanced level. Under pressure the level of technical accuracy is low. The student, where appropriate, has incorporated some tactics and strategies while showing a rudimentary perception of the requirements to perform in their chosen strokes. They may compete in inter-school and internal events.
<b>5-8 marks</b>	The student has demonstrated an emerging level of technique that produces for a moderate standard of skill. There are some improving signs of being able to introduce and perform more advanced techniques in a stroke. Under pressure the level of technical accuracy is reasonable at times. The student has introduced and used tactics and strategies of a satisfactory level while showing a basic perception of the requirements to perform in their chosen strokes. They have a basic knowledge of competition rules and strategies and compete regularly in school level events.
<b>9-12 marks</b>	The student has demonstrated a good level of technique that produces for a sound standard of skill in a stroke. They can perform more advanced techniques in a stroke. Under pressure the level of technical accuracy is reliable but they will begin to show more difficult skills during competition. The student has introduced and used tactics and strategies of a wider level while showing a broader perception of the requirements to perform in their chosen strokes. They have some knowledge of the rules and regulations for their chosen event and at least a school performer.
<b>13-16 marks</b>	The student has demonstrated an accurate and refined level of technique that produces for a very good standard of skill. There is consistent success in the performance of more advanced techniques in a stroke. Under pressure the level of technical accuracy is normally good and they can maintain this while completing more advanced skills such as race start and turns. The student has introduced and used tactics and strategies of an increased level while showing a good understanding of the performance requirements in their chosen strokes. They understand the rules and regulations for their chosen event. The student could be a good performer in district competitions.
<b>17-20 marks</b>	The student has demonstrated a high standard of technique that produces for a high level of skill. Significant success in the application of more advanced techniques to a stroke. Under pressure the level of technical accuracy remains. During competition their skill level is still very high and they are able to maintain this during advanced skills such as race starts and turns. They can use the latter tactically to improve their race position and sprint finish. The student has introduced and used tactics and strategies of a high level while showing a mature perception of the performance requirements to perform in their chosen strokes. They are very knowledgeable about the rules and regulations for their chosen events. The student represents district, county or association at the appropriate age group.

As well as applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the stroke technique shown by the student.

## A2 Physical Education – swimming tables

Time (seconds) to perform 50 m swim (with one turn if necessary).

Points	Female				Male			
	Front crawl	Breast stroke	Back stroke	Butterfly	Front crawl	Breast stroke	Back stroke	Butterfly
20	32.0	43.0	39.0	35.0	28.0	37.0	35.0	31.0
19	33.0	44.0	40.0	36.0	29.0	38.0	36.0	32.0
18	34.0	45.0	41.0	37.0	30.0	39.0	37.0	33.0
17	35.0	46.0	42.0	38.0	31.0	40.0	38.0	34.0
16	36.0	47.0	43.0	39.0	32.0	41.0	39.0	35.0
15	37.0	48.0	44.0	40.0	33.0	42.0	40.0	36.0
14	38.0	49.0	45.0	41.0	34.0	43.0	41.0	37.0
13	39.0	50.0	46.0	42.0	35.0	44.0	42.0	38.0
12	40.0	51.0	47.0	43.0	36.0	45.0	43.0	39.0
11	41.0	52.0	48.0	44.0	37.0	46.0	44.0	40.0
10	42.0	53.0	49.0	45.0	38.0	47.0	45.0	41.0
9	43.0	54.0	50.0	46.0	39.0	48.0	46.0	42.0
8	44.0	55.0	51.0	47.0	40.0	49.0	47.0	43.0
7	45.0	56.0	52.0	48.0	41.0	50.0	48.0	44.0
6	46.0	57.0	53.0	49.0	42.0	51.0	49.0	45.0
5	47.0	58.0	54.0	50.0	43.0	52.0	50.0	46.0
4	48.0	59.0	55.0	51.0	44.0	53.0	51.0	47.0
3	49.0	60.0	56.0	52.0	45.0	54.0	52.0	48.0
2	50.0	61.0	57.0	53.0	46.0	55.0	53.0	49.0
1	51.0	62.0	58.0	54.0	47.0	56.0	54.0	50.0

## Trampolining

The emphasis of the assessment is on how easily the student can perform and the quality of the body line, extension and body tension. The assessor should also consider height of the bounce and the balance and control shown throughout the routines, particularly when moving from jumps/twists to more difficult skills and rotations. A higher-marked performer would be competing on a regular basis and going beyond the eight-week participation/training period and within this discipline to complete the other components of their coursework related to their sport and performance.

As a guideline students may offer one of the following routines based on the appropriate performance level or submit a voluntary routine of their own choice. This routine should be tariffed and included in their CD portfolio. The tariff for each category should correspond with below.

Students at A2 are also required to complete the advanced twists and somersaults listed. They can achieve a total of 40 marks, this will then be divided by 2. The mark for the routine + skills mark, divided by 2 = final mark out of 20.

1-3 marks (AS)	1-4 marks (A2)	(8-bounce tariff 0.6/0.8)
1		Full twist
2		Straddle jump
3		Seat drop
4		½ twist to feet
5		Pike jump
6		½ twist jump
7		Front drop
8		To feet

4-6 marks (AS)	5-8 marks (A2)	(10-bounce 0.6/0.8)
1		½ twist jump
2		Tuck jump
3		Seat drop
4		½ twist to seat drop
5		To feet
6		Pike jump
7		Back drop
8		To feet
9		Straddle jump
10		Full twist

7-9 marks (AS)	9-12 marks (A2)	(10-bounce 0.8/0.9)
1		½ twist to front drop
2		To feet
3		½ twist
4		Tuck jump
5		Seat drop
6		½ twist to seat drop
7		½ twist to feet
8		Pike jump
9		Straddle jump
10		Full twist

10-12 marks (AS)	13-16 marks (A2)	(10-bounce 0.9/1.0)
1		Full twist
2		Pike jump
3		Seat drop
4		½ twist to seat drop
5		To feet
6		Straddle jump
7		Back drop
8		To feet
9		Tuck jump
10		Front somersault

13-15 marks (AS)	17-20 marks (A2)	(10-bounce 1.1 upwards)
1		Back somersault (tucked)
2		Pike jump
3		Seat drop
4		½ twist to seat drop
5		To feet
6		Straddle jump
7		Back drop
8		To feet
9		Tuck jump
10		Front somersault (tucked)

### Additional requirements for A2 Level

Skills at A2	1-4 marks	5-8 marks	9-12 marks	13-16 marks	17-20 marks
<b>Advanced twists</b>	<b>Any 2</b>	<b>Any 3</b>	<b>Any 5</b>	<b>Any 7</b>	<b>All</b>
Roller					
Backdrop full twist to feet					
Cradle					
Turntable					
Full turntable					
Cat twist					
Front drop full twist to feet					
Seat drop half twist to back drop feet					
<b>Somersaults</b>	<b>Any 2</b>	<b>Any 4</b>	<b>Any 6</b>	<b>Any 8</b>	<b>All</b>
Hands and knees forward turnover to back					
Hands and knees tuck somi to feet					
Backdrop back pullover to feet					
Front drop to back drop to feet					
Back drop to front drop to feet					
¾ forward turnover to back drop to feet					
Front somersault tucked					
Back somersault tucked					
Back somersault piked					
Front somersault ½ twist					

Students must be able to perform the required number of advanced twists and somersaults in each section to achieve the mark within the grade boundary. If they can complete all the twists but not the somersaults then the latter will determine the grade awarded for this section (mark out of 20).

## Trekking

Students offering trekking for practical assessment should be participating in events and expeditions on a regular basis. They should undertake a minimum of an eight-week training programme that will also fulfil the requirements for fitness/training for the other coursework components. Students will undertake a minimum of at least three separate planned expeditions in at least two different mountain areas.

### Expected skills (AS and A2)

To assess students, the following key skills have been outlined as expected outcomes. Assessors are required to use the grade description boundaries to award their final marks.

It is likely that students may be covering the material from the Basic Expedition Leadership Award – Level 2 or be involved in some form of Mountain Leadership Training. Whilst this is not essential for a student to offer this at a performance level, they may combine their performer skills with leadership to attain further accreditation and fulfil the two required roles through this one sport.

To achieve top marks the navigation skills need to be carried out to the standard expected by the Basic Expedition Leadership Award – Level 2 or Walking Group Leader Award.

Basic navigation skills:

- orientate a map using relief and compass
- find their location on the map
- translate map to ground and ground to map
- identify map symbols
- estimate distance travelled
- calculate the direction of travel with a compass
- relocate when unsure of position
- prepare route cards
- navigate a planned journey.

#### Navigation strategy

- Devise a strategy for a navigational stage, to break it down into 'coarse' and 'fine' navigation and to use clear features en route to check that they are 'on course'.
- Understand and apply the following components of a navigational strategy 'aiming off', 'attack points', 'collecting features', simplifying navigation, and apply them in varying terrain.
- Demonstrate an understanding of contour features, both large and small, on the map and on the ground.
- Demonstrate an understanding of the navigation physical and factors affecting route choice.
- Judge distance accurately on the map and on the ground.

### **Understand conservation**

- Adhere and agree to a code of practice for using any site
- Educate other potential users on the impact of activities on the environment.
- Select and obtain permission for access to an area which is intended for use.
- Monitor and survey the area to ensure sustainable and effective use.
- Demonstrate a basic knowledge of Rights of Way legislation.

### **Planning journeys**

- Carry out and record a risk assessment for the journey.
- Select an appropriate programme.
- Establish channels of communication for use in an emergency.
- Select appropriate sources of information on local conditions.

### **Select and maintain equipment for the journey**

- Select equipment for personal use.
- Select equipment for group use.
- Check equipment is serviceable and appropriate for the planned venture.
- Undertake maintenance procedures.
- Advise and discuss clothing alternatives.

<b>Trekking (AS Level)</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-3 marks</b>	The student has demonstrated a limited knowledge and application of mapwork and navigational techniques. Even in good conditions there is limited success in the performance of skills. There may be an inappropriate or dangerous choice of action in potential emergency situations. Food choice and preparation is poor. 'Fitness for purpose' is inadequate and the expedition may be completed with considerable difficulty or there might be premature retirement from the trek.
<b>4-6 marks</b>	The student has demonstrated a moderate knowledge and application of mapwork and navigation techniques. The implementation of skills is below average and becomes worse in poor conditions. There is only a very limited appreciation of procedures in an emergency. Food choice may be inappropriate and preparation techniques inadequate. An awareness of environmental issues is limited. 'Fitness for purpose' will be below average and completion of the expedition will only be achieved with difficulty.
<b>7-9 marks</b>	The student has demonstrated a satisfactory knowledge and application of mapwork and navigation techniques. Skills are usually completed effectively in all but very testing weather conditions. The management of emergency situations may be inappropriate. Food choice is adequate but preparation may lack efficiency. There is a knowledge of the mountain/country code. There is a successful completion of the expedition but there are heavy demands on fitness.
<b>10-12 marks</b>	The student has demonstrated a good knowledge and application of mapwork and navigation techniques. Skills are completed effectively even in poor weather conditions. When dealing with potential emergency situations their decision is always appropriate. Food choice and preparation is well-practiced and students are aware of their nutritional requirements. There is a good understanding of environmental issues. This student demonstrates a good 'fitness for purpose', having no problems completing the expedition.
<b>13-15 marks</b>	The student has demonstrated a very good knowledge and application of mapwork and navigation techniques. There is consistent success in the performance of skills even if weather conditions deteriorate. In potential emergency situations their decision making is mature and appropriate. Food choice and preparation reflects experience and there is a very good understanding of nutritional requirements. There is a thorough knowledge of environmental issues. This student demonstrates good 'fitness for purpose', completing the expedition with ease.

<b>Trekking (A2 Level)</b>	
<b>0 marks</b>	Performance is not worthy of credit.
<b>1-4 marks</b>	The student produced a route plan which may have inaccuracies or be followed with difficulty. He/she may show limited success when employing advanced techniques in isolation. Progressing from AS may not be evident. The inappropriate choice of strategies and decision making may result in below average levels of success. Campcraft only demonstrates a rudimentary familiarity with equipment, and the student is not comfortable in the camping situation. Performance over the two days is below average reflecting a moderate level of 'fitness for purpose'.
<b>5-8 marks</b>	The student produces a satisfactory route plan, which is effectively followed for most of the time. He/she shows improving success when performing the more advanced navigation techniques in isolation. The student may require assistance in choosing appropriate techniques. Not all campcraft skills reflect adequate preparation and there is difficulty operating in the camping environment. The student copes with the choice and preparation of food. Ineffective solutions may be offered in the management of some emergency situations. Performance over the two days is sound, reflecting an average fitness for the expedition.
<b>9-12 marks</b>	The student produces a clear route plan, which is accurately followed. He/she has good success when performing more advanced skills in isolation. Although navigational outcomes are usually effective, techniques employed are not always appropriate. Campcraft skills are adequate but the student may lack organisation in the camping environment. Food choice and preparation are of a satisfactory standard. Performance over the two days is confident reflecting good 'fitness for purpose'.
<b>13-16 marks</b>	The student produces an accurate route plan, which is well implemented. He/she demonstrates a very good standard in the more advanced navigation techniques in isolation and can justify their decision making in the methods of navigation employed. Techniques used are usually relevant to terrain and weather conditions. All campcraft skills reflect careful preparation and the student is 'comfortable' in the camping environment. Food choice and preparation is of a very good standard. There is an effective management of emergency situations. Performance over two days is strong reflecting very good 'fitness for purpose'.
<b>17-20 marks</b>	This student produces a thorough and precise route plan, which is effectively implemented. He/she demonstrates a high standard in the more advanced navigation techniques in isolation and also appropriate decision making in the methods of navigation employed. Techniques used are relevant to terrain and weather conditions. All campcraft skills reflect thorough preparation, the student being 'at home' in the camping environment. Food choice and preparation is of a high standard. There is a mature and effective management of emergency situations. Performance over two days is excellent reflecting a high level of 'fitness for purpose'.



# H Resources, support and training

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## Resources to support the specification

In addition to the resources available in the specification and in the *Getting Started* and *Internal Assessment* guidebooks, Edexcel produces a wide range of resources.

Resources are checked at the time of publication but materials may be withdrawn from circulation and website locations may change. The resources listed are intended to be a guide for teachers and not a comprehensive list.

## Edexcel's own published resources

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts.

The resources for the Edexcel AS/A GCE in Physical Education include:

- AS Students' Book
- A2 Students' Book
- AS ActiveTeach CD ROM
- A2 ActiveTeach CD ROM
- AS Teacher Support Pack
- A2 Teacher Support Pack.

The resources for Physical Education include:

- AS student website
- A2 student website.

Visit [www.edexcel.com/gce2008](http://www.edexcel.com/gce2008) for more information on our complete range of products and services for GCE in Physical Education.

## Edexcel publications

You can order copies of the specification and sample assessment materials (SAMs) documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Additional resources endorsed by Edexcel

Edexcel endorses materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. Please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed) for up-to-date information about endorsed resources.

Please note that resources are checked at the time of publication but materials may be withdrawn from circulation and website locations may change.

The resources on the Edexcel website are intended to be a guide for teachers and not a comprehensive list. Please see [www.edexcel.com/gce2008](http://www.edexcel.com/gce2008) for up-to-date information.

## Support

### Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** – Ask the Expert is a service, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert)

**Ask Edexcel** – Ask Edexcel is Edexcel's online question and answer service. You can access it at [www.edexcel.com/ask](http://www.edexcel.com/ask) or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you do not find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They will also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

**Examzone** – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at [www.edexcel.com](http://www.edexcel.com)

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel  
Edexcel  
One90 High Holborn  
London WC1V 7BH

Telephone: 0844 576 0025  
Fax: 0845 359 1909  
Email: [trainingbookings@edexcel.com](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)



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## Appendix 1: Health and safety issues

Exercise and training are essential components of the specification. The link between Units 1 and 3 involve students preparing to undertake their development plan (Unit 4, Task 4.1). This is an essential and an integral part of the pathway of development expected from students as they build towards their final GCE award.

Units 1, 2, 3 and 4 will involve the measurement and evaluation of exercise, which is why centres will be involved in the testing of students.

When testing students, centres must use:

- appropriate standardised tests
- adhere to the guidelines outlined in the afPE ‘Safe Practice in Physical Education’
- ensure activities are only supervised by a suitably qualified member of staff
- ensure students need to complete a medical questionnaire
- refer students with any medical disorder or family history of medical problems to their GP for clearance.



## Appendix 2: Administration of internal assessment

- 1 Internal standardisation**

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.
  - 2 Authentication**

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.
  - 3 Further information**

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel GCE 2008: Instructions and administrative documentation for internally assessed units*, which is available on the Edexcel website, under GCE in Physical Education.

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) Instructions for conducting coursework/portfolio document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk). For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio documents on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).
  - 4 Referencing and a bibliography**

Centre staff are reminded that when assessing their students' coursework they are responsible for the authentication of the work. In order for students to access the higher mark bands it is a requirement that coursework tasks include a full bibliography and referencing to the work completed.

Students are required to use the Harvard method of referencing and a full explanation of this process can be found in the Edexcel student textbook, Chapter 9 'The Critical Sports Performer'.
-



## Appendix 3: Example of the Coursework Record and Authentication Forms (CRAF)

Advanced Subsidiary GCE Physical Education (8PE01)

Unit 2 – The Critical Sports Performer

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Task			Mark
Task 2.1 – Personal Performance	Role	Activity	/15
Task 2.1 – Personal Performance	Role	Activity	/15
Task 2.2 – Local Study (1000 words)	Max. word limit adhered to (please give word count)		/15
Task 2.3 – National Study (1000 words)	Max. word limit adhered to (please give word count)		/15
Task 2.4 – Performance Analysis			
• Technical analysis		/6	
• Tactical analysis		/6	
• Notational exercises		/6	
• Training analysis		/6	
• Analysis of strengths and weaknesses		/6	
<b>Total for task 2.4</b>			<b>/30</b>
<b>Total</b>			<b>/90</b>

### Authentication

**Candidate:** I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I also declare that I have recorded all literature and resources that have been used. I declare that I have accurately entered the correct word count in the above “Word Count” box.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher:** I declare that the candidate’s activities have been regularly monitored and that to the best of my knowledge, no assistance has been given apart from any that is acceptable within the scheme of assessment, and that this has been identified and recorded. I also declare that to the best of my knowledge this is the candidate’s own work.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

By signing the above declaration you agree to your coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact [coursework@edexcel.org.uk](mailto:coursework@edexcel.org.uk)

Advanced GCE Physical Education (9PE01)

Coursework Record and Authentication Form (CRAF)

Unit 4: The Developing Sports Performer

	Examination year:
Centre name:	Centre number:
Candidate name:	Candidate number:

Task		Mark
Task 4.1 – Development Plan		
• Component 1 – Planning and research	/20	
• Component 2 – Performing and recording	/20	
• Component 3 – Review and evaluation	/5	
<b>Total for task 4.1</b>		<b>/45</b>
Task 4.2 – International Study (1000 words)	Max. word limit adhered to (please give word count)	<b>/15</b>
Task 4.3 – Progressive Participation	Role                      Activity	<b>/20</b>
Task 4.4 – Life Plan (1000 words)	Max. word count adhered to (please give word count)	<b>/10</b>
<b>Total</b>		<b>/90</b>

**Authentication**

**Candidate:** I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment. I also declare that I have recorded all literature and resources that have been used. I declare that I have accurately entered the correct word count in the above “Word Count” box.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher :** I declare that the candidate’s activities have been regularly monitored and that to the best of my knowledge, no assistance has been given apart from any that is acceptable within the scheme of assessment, and that this has been identified and recorded. I also declare that to the best of my knowledge this is the candidate’s own work.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please include this Coursework Record and Authentication Form with the candidate’s CD portfolio before submitting it to the moderator.**

An electronic version of this form is available on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

By signing the above declaration you agree to your coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact [coursework@edexcel.org.uk](mailto:coursework@edexcel.org.uk)

## Appendix 4: Acceptable physical activities

A major feature of the design of the specification for the Edexcel AS/A GCE in Physical Education is that it should enable students to apply their developing knowledge and understanding to their personal training with the desired outcome being a resultant improvement in performance. Activities that do not have a physiological basis for training will therefore not be acceptable. Target activities such as darts and recreational table activities, such as pool, billiards and snooker are therefore excluded.

Furthermore, it is essential that an outcome of the competitive activity must not be to seek to injure opponents through attacking moves. This precludes boxing, kick boxing and certain martial arts. However, amateur boxing is deemed permissible, as students **must** wear a head guard and protective gear. Finally, the activities of karting and scrambling and other forms of motorised activity are inappropriate.

In considering the activities to be undertaken, a centre must ensure that the following criteria are applied. The activity must:

- be appropriate for both male and female students
- comply with the existing criteria for assessment of Advanced GCE
- be openly available to all students, if requested.

Activities must comply with all appropriate recommendations related to the safety of students as recognised by the Association for Physical Education (afPE), and Edexcel reserves the right to refuse a request to offer an unlisted activity.

For an up-to-date list of currently accepted activities, please refer to the GCE PE page on the Edexcel website.

If a centre has any reservations about the activity a student wishes to pursue, they should contact the On-screen Testing and Coursework team at:

Physical Education (Activities)  
On-screen Testing and Coursework Team  
One90 High Holborn  
London WC1V 7BH

Alternatively, please contact the Subject Advisor Team for Physical Education on:  
0844 576 0036



## Appendix 5: Guidance for centres on electronic submission of students' assessed work for GCE in Physical Education

### *What is a sample?*

A sample is a representative selection of candidates' completed work for a unit.

It is a requirement that internal standardisation has been carried out before the submission of marks. A sample must be submitted for each unit you have entered candidates in order to verify your assessment and to issue final marks to candidates.

### *How do I know which students' folders to include in the sample?*

Sampled candidates are indicated by a tick on Edexcel Online, or an asterisk on the OPTEMS. If you are submitting marks using EDI you must check either Edexcel Online or your OPTEMS for details of your sample. Please note the candidates achieving the highest and lowest mark for each unit candidates may not necessarily be asterisked on the OPTEMS. It is the centre's responsibility to ensure that the work of these candidates is presented for moderation.

The work of all candidates whose folders are indicated must be sent for moderation.

Please contact the Edexcel Online helpline 0844 576 0025 should you encounter any difficulties during the mark submission/sample process.

### *How do I submit a sample?*

Samples are submitted to the moderator on CD-ROM. (Moderator information is provided below).

One CD per unit should be prepared (ie, one disk for Unit 2: The Critical Sport's Performer and another disk for Unit 4: The Developing Sports Performer, etc).

A back-up copy of each CD should be retained in case CDs are damaged or lost within the postal system.

### *How should I format the CD that is sent to the moderator?*

Each candidate's assessed work submitted to Edexcel should be in a single document; this final document must be in one of the following formats:

.doc Microsoft Word document

.rtf Rich Text Format

.pdf Portable Document Format (Adobe Acrobat)

**You must only submit the final version of work for each candidate which must be in a single document.**

If you are able to use Word to create your work then you should do so. It will be much simpler for you if you can use Word, because then your work is more likely to be compatible with other computers and it will also be easier to hand in.

If you do not have access to a PC with Word, then try to use an equivalent word processing programme. When the final document is complete it can then be saved as a Rich Text Format document or converted to a pdf file.

CDs which are not formatted, labelled or structured according to guidelines provided in this document will be returned to centres unmoderated. Under such circumstances, Edexcel cannot guarantee the timely issue of results for candidates entered.

Candidates work must be burnt to CD+/-R. They should not be burnt to DVD.

***Should I zip the work that I burn to CD?***

Please **do not zip** folders containing candidates' work. The moderator should be able to access all files and folders directly from the CD without unzipping or altering in any way the files or folder structure.

***How should candidates' work be organised and named on the CD?***

A separate folder on the top-most level of the folder tree should be used for each of the sample candidate's work. Each folder should be named according to the following naming convention:

[centre #]\_[candidate #]\_[first two letters of surname]\_[first letter of first name]

For example, John Smith with candidate number 9876 at centre 12345 would have work in a folder titled, '12345\_9876\_SM\_J'

Disk Name: **Unit 2: The Critical Sports Performer**

Top level  12345\_9876\_SM\_J

-   Task 2.1 - Personal performance
  -   Performance 1 - folder containing assorted files
    -  Movie files
    -  pdf files
  -   Performance 2 - folder containing assorted files
    -  Movie files
    -  pdf files
-   Task 2.2 - Local Study
  -  this will be a pdf file not a folder
-   Task 2.3 - National Study
  -  this will be a pdf file not a folder
-   Task 2.4 - Performance Analysis
  -  one pdf file combining the work for all five assessment tasks
-   Candidate 2
-   Candidate 3
-   Candidate 4
-   Candidate 5

Multiple discs will be acceptable.

***Do I need to include the Cover Sheets on the CD?***

Yes. You should create a separate folder on the top-most level of the folder tree named 'Cover Sheets'. This folder should contain one cover sheet per sample candidate.

Each Cover Sheet should be clearly identified as relating to each specific candidate's work.

CS\_[centre #]\_[candidate #]\_[first two letters of surname]\_[first letter of first name]

***Should I test the CD prior to despatching it to the moderator?***

Yes. Prior to the CD being despatched to the moderator it should be thoroughly tested to ensure that the files have burnt to the CD correctly, and that all files within each folder can be accessed.

***How should I label the CD that is sent to the moderator?***

A label should be stuck on the top of the CD itself with the following information clearly marked:

GCE Physical Education  
UNIT, EXAM SERIES

For example:

CENTRE NUMBER, CENTRE NAME.

Centre contact: NAME  
EMAIL  
TELEPHONE NUMBER

GCE Physical Education:  
Unit 2, June 2006  
12345, ABCDE College

Centre contact: Mary Smith  
m.smith@abcde.org.uk  
020 7123 1234

***How do I send the CD with samples to the moderator?***

The CD with candidates' samples burnt to it should be posted in an appropriately sturdy envelope to the nominated moderator. To find the address and ID number of your moderator please refer to the section below, *How do I find out where to send the sample?*

You should also indicate the unit and centre number on the envelope, above the moderator's address details, for example:

Unit 2      12345

Ms Mary Moderator  
12 Moderation Street  
London  
WC1V 7AB

***Should I send the CD recorded delivery or ordinary post?***

CDs should be sent ordinary post and not recorded delivery, so that they may be received at the moderator's address when he or she is not there. You should, however, obtain a proof of postage certificate from the post-office. Please ensure that the envelope is small enough to fit through an ordinary letterbox.

***How do I find out where to send the sample?***

Details of your allocated moderator will appear on the OPTEMS. When submitting marks via Edexcel Online, click on the 'Assessment Associates' link to display the name and address details of your moderator. These address details need to be written on the envelope that you send to each moderator in which you have put your CD ROM with candidate samples.

Please ensure that where there are different moderators for different units the correct moderator and address details are used for the appropriate units.

***Do I need to send the CD with samples to Edexcel as well as my moderator?***

No. You need only to send a copy of the CD to your moderator. If an additional copy is required you will be contacted directly by Edexcel and advised accordingly. For this reason, a back-up copy should be held securely at the centre. If CDs are to be sent directly to Edexcel for any reason this will be communicated to individual centres where required.

***Will I receive the CD with samples back from the moderator?***

No. The moderator will securely destroy the CD after the deadline for the submission of requests for Enquiries About Results.

***How do I know that the moderator has received my samples or that moderation has been completed?***

If samples are missing you will be contacted directly. You may be required to produce a proof of postage in order for the second copy to be accepted for moderation.

***Important: Incorrect CD/sample folders naming conventions, file formats, labelling, size and/or structure***

CDs/sample folders which are not named, formatted, labelled or structured according to guidelines provided in this document will be returned to centres unmoderated. Under such circumstances, Edexcel cannot guarantee the timely issue of results for candidates entered.

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### *Acknowledgements*

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