



Specification

GCE Physical Education

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Physical Education (8PE01)
First examination 2014

Pearson Edexcel Level 3 Advanced GCE in Physical Education (9PE01)
First examination 2014

Issue 6 version 2

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About this specification

The Pearson Edexcel Level 3 GCE in Physical Education is designed for use in school and colleges. It is a part of a suite of GCE qualifications offered by Pearson.

Key features of the specification

Student focus

Students will have the chance to take on the roles of 'performer', 'leader' or 'official' at AS, before focusing on one of these roles at A2. In the context of their chosen role(s), they will:

- review their current participation in physical activity
- identify opportunities locally, nationally and internationally for them to advance their participation in physical activity
- create a development plan and a life plan for their participation in physical activity.

Elsewhere, students will learn about sport, from the grass roots to the elite level, and the development of competitive sport. Healthy lifestyles, fitness and training, and preparation for sports performance are also covered extensively.

Why choose this specification?

The Pearson Edexcel Level 3 Advanced Subsidiary and Advanced GCE in Physical Education seek to develop the student's knowledge, understanding, skills and application for physical education and sport.

This specification, written by practising teachers and assessors, is a refreshing and innovative approach to the study of Physical Education (PE) and sport at an advanced level. The capacity for students to choose the roles they prefer makes this a thoroughly accessible specification for those of all abilities.

Supporting you

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Specification updates

This specification is Issue 6 version 2 and is valid for examination from summer 2014. If there are any significant changes to the specification Pearson will write to centres to let them know. Changes will also be posted on our website.

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A Specification at a glance

AS Unit 1: Participation in Sport and Recreation		*Unit code 6PE01	
<ul style="list-style-type: none">■ Externally assessed■ Availability: June		50% of the total AS marks	25% of the total GCE marks
Content summary: <p>The unit content is divided into two sections, with each section outlining the specific knowledge and understanding required by the student.</p> <p>The first section will develop the student's knowledge and understanding of what constitutes a healthy and active lifestyle. Students will investigate how the body responds and adapts to exercise, the components of physical and skill fitness and different methods of fitness training. The rationale behind carrying out fitness assessments and the protocols associated with recognised fitness tests will also be considered.</p> <p>The second section encourages the student to develop their knowledge and understanding of how competitive sport has developed over time. They will learn how a lifelong involvement in sport is encouraged.</p> Assessment: <p>The assessment of this unit is through a 1 hour and 30 minute examination paper which is set and marked by Pearson.</p> <p>The paper will be a question-and-answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.</p>			

AS Unit 2: The Critical Sports Performer		*Unit code 6PE02	
<ul style="list-style-type: none">■ Internally assessed■ Availability: June		50% of the total AS marks	25% of the total GCE marks
Content summary: <p>The fundamental aim of this unit is to engage participants in four 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 offer two performances from a choice of three roles (player/participant, leader and official) recording their performance over a period of time.</p> <p>They will then undertake a study into the provision for all three roles at a local level, followed by a study of the provision for one role at the national level.</p> <p>Lastly, they will produce an analysis of their performance relating to at least one of the activities offered in the first task.</p> Assessment: <p>Students must complete all four tasks. This unit is internally assessed and externally moderated.</p>			

* See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A2 Unit 3: Preparation for Optimum Sports Performance***Unit code 6PE03**

- Externally assessed
- Availability: June

**50%
of the
total A2
marks****25% of
the total
GCE
marks****Content summary:**

Students will develop a knowledge and understanding of the short- and long-term physiological and psychological preparations made by elite athletes.

They will consider the short- and long-term technical preparations required, eg selection of appropriate kit and equipment, the use of training camps, different types of ergonomic aids.

Assessment:

The assessment of this unit is through a 2-hour examination paper which is set and marked by Edexcel.

The paper will be a question-and-answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.

A2 Unit 4: The Developing Sports Performer***Unit code 6PE04**

- Internally assessed
- Availability: June

**50%
of the
total A2
marks****25% of
the total
GCE
marks****Content summary:**

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 **three** further tasks.

Students will construct a development plan to further progress their performance as player/ participants, leaders or officials.

They will also research **one** 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 **one** chosen role.

Lastly, they will plan their life in physical activity, from the Advanced Subsidiary 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.

Assessment:

Students must complete all **four** tasks. This unit is internally assessed and externally moderated.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Participation in Sport and Recreation	AS	<p>The assessment of this unit is through a 1 hour and 30 minute examination paper which is set and marked by Pearson.</p> <p>The paper will be a question-and-answer booklet and all questions in the paper are compulsory. The paper will consist of short-answer and extended-writing type questions.</p> <p>The total marks for the paper are 90.</p>	90 marks
Unit 2: The Critical Sports Performer	AS	<p>This unit is internally assessed and externally moderated. Students must complete all four tasks.</p> <ul style="list-style-type: none"> ■ Task 2.1 (Personal Performance) requires students to participate in two performances from a choice of three roles (player/participant, leader and official) for example, students could participate as a player/participant in two different activities, or as a leader in one activity and a player/participant in another activity. This task is designed to develop their practical performances as player/participants, leaders or officials. This task is marked out of 30. ■ Task 2.2 (Local Study) requires students to undertake independent research into the provision (access, opportunities, funding, resources), locally, for one physical activity in all three roles (see unit). This task is marked out of 15. ■ Task 2.3 (National Study) builds on Task 2.2 by extending a student's opportunities to research the national provision, at elite levels, in at least one of their chosen roles. This task is marked out of 15. ■ Task 2.4 (Performance Analysis) 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 student's two 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>The total number of marks for each task is listed above. One overall mark out of 90 is required.</p> <p>Students must be assessed in line with the published instructions for assessment and the assessment criteria for the task.</p>	90 marks

B Specification overview

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 3: Preparation for Optimum Sports Performance	A2	<p>The assessment of this unit is through a 2-hour examination paper which is set and marked by Pearson.</p> <p>The paper will be a question-and-answer booklet and all questions in the paper are compulsory. The paper will consist of short-answer and extended-writing type questions.</p> <p>The total marks for the paper are 90.</p>	90 marks
Unit 4: The Developing Sports Performer	A2	<p>This unit is internally assessed and externally moderated. Students must complete all four tasks.</p> <ul style="list-style-type: none"> ■ Task 4.1 (Development Plan) 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 three components: <ul style="list-style-type: none"> ◆ component one — planning and researching ◆ component two — performing and recording ◆ component three — review and evaluation. <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 (International Study) 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. ■ Task 4.3 (Progressive Participation) provides further routes for a student to undertake continued participation in one chosen role and through progressive practices and competition refine this performance. This task is marked out of 20. ■ Task 4.4 (Life Plan) 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. 	90 marks

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
		<p>The total number of marks for each task is listed above. One overall mark out of 90 is required.</p> <p>Students must be assessed in line with the published instructions for assessment and the assessment criteria for the task.</p>	

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
A01	Students should demonstrate knowledge and understanding of physical activity	40.5%	27%	33.75%
A02	Students should demonstrate the ability to apply skills, knowledge and understanding in physical activity	40.5%	35.5%	38%
A03	Students should demonstrate the ability to analyse and evaluate critically physical activity	19%	37.5%	28.25%
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			Total for AO1, AO2 and AO3
	A01	A02	A03	
Unit 1	10.5%	7.75%	6.75%	25%
Unit 2	9.75%	12.5%	2.75%	25%
Unit 3	6.5%	9.5%	9%	25%
Unit 4	7%	8.25%	9.75%	25%
Total for Advanced GCE	33.75%	38%	28.25%	100%

Qualification summary

Subject criteria The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE Subject criteria for Physical Education which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

Aims

The aims of the GCE in Physical Education are to:

- 1 encourage students to become increasingly **physically competent** by:
 - developing the skills and techniques they require to perform effectively in physical activities
 - applying and adapting a wide range of skills and techniques effectively in different types of physical activity
 - developing and applying their skills in different roles, such as performer, leader and official within physical activities
 - applying their skills in different contexts within a physical activity.

- 2 **enable students to maintain and develop their involvement and effectiveness in physical activity through:**
 - developing their knowledge and understanding of factors that enable them and others to be physically active
 - as part of a balanced lifestyle
 - as part of a lifelong involvement in an active and healthy lifestyle
 - developing their knowledge and understanding of the relationship between skill, strategy/composition, and body and mind readiness in ensuring effective and efficient performance in their own and others' roles such as performer, leader and official.

- 3 enable students to be **informed and discerning decision makers who understand how to be involved in physical activity** through helping them to:
- understand how they and others make the most of the opportunities and pathways available to be involved in physical activity
 - understand and critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities
 - understand and critically evaluate current key influences that might limit or encourage young people's involvement in physical activity.

AS/A2 knowledge and understanding

This Advanced Subsidiary and Advanced GCE specification requires students to demonstrate a knowledge and understanding of:

- healthy and active lifestyles
- opportunities and pathways within the sports industry
- sport provision within the local and international arena
- preparation required to achieve elite performance
- personal development.

AS/A2 skills

This Advanced Subsidiary and Advanced GCE specification requires students to:

- communicate ideas and information
- evaluate
- apply skills in physical activity
- plan
- review.

C Edexcel GCE Physical Education unit content

Unit 1 Participation in Sport and Recreation 15

Unit 2 The Critical Sports Performer 23

Unit 3 Preparation for Optimum Sports Performance 41

Unit 4 The Developing Sports Performer 47

Course structure

- The Pearson Edexcel Level 3 GCE in Physical Education comprises four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

Unit description

The unit content is divided into **two** sections, with each section outlining the specific knowledge and understanding required by the student.

The first section will develop the student's knowledge and understanding of what constitutes a healthy and active lifestyle. Students will investigate how the body responds and adapts to exercise, the components of physical and skill fitness and different methods of fitness training. The rationale behind carrying out fitness assessments and the protocols associated with recognised fitness tests will also be considered.

The second section encourages the student to develop their knowledge and understanding of how competitive sport has developed over time. They will learn how a lifelong involvement in sport is encouraged.

Assessment information

The assessment of this unit is through a 1 hour and 30 minute examination paper which is set and marked by Pearson.

The paper will be a question-and-answer booklet and all questions in the paper are compulsory. The paper will consist of short-answer and extended-writing type questions.

The total marks for the paper are 90.

What students need to learn

1.1 Healthy and Active Lifestyles

The development of active leisure and recreation

Requirements for participation

Students should understand the following concepts and be able to apply them to practical examples:

- fitness
- ability
- resources
- time

Concepts of recreation and active leisure

- Philosophy of mass participation, including its origins and the principles behind it
- Sport for all, including its history and the impact of related policies

Contemporary concerns

Students should understand the following contemporary concerns, including recognising their causes, related implications on health and how active and healthy lifestyles can reduce potential negative effects:

- obesity, coronary heart disease, diabetes, high blood pressure, high cholesterol, metabolic syndrome, sedentary lifestyles, activity patterns, ageing population, access, stress, negative lifestyle choices, including smoking, drinking and drugs.

Healthy lifestyle**Health, fitness and exercise**

Students should understand the differences and links between health, fitness and exercise:

- physical (energy expenditure)
- psychological

Positive health benefits:

- reduction in body fat
- increased resting metabolic rate and/or increased proportion of muscle mass
- reduced rates of mortality, coronary heart disease (CHD), obesity, reduced risk of osteoporosis, and help type II diabetes management

Nutrition and weight management

Energy intake, food groups, hydration, balanced diet, food pyramid, cholesterol, dietary requirements for exercise

Current trends in health

Comparative cultures, eg USA, Finland, Japan

Balanced lifestyle

- Energy balance (energy intake versus energy expenditure)
- Work-life balance, including dealing with stress

Effects of ageing

Students should understand the point of physical maturation, how and why this differs between sports, and the effects of ageing there after, including:

- decline in physical capability (cardiovascular fitness, muscular strength, lung function, resting metabolic rate, osteoporosis, flexibility)

Effects of exercise

Responses and adaptations of the body systems

Students should understand why body systems respond and adapt as they do, and the differences between structural and functional responses and adaptations:

Muscular-skeletal system

- Responses (fibre recruitment, force production, metabolism)
- Adaptations (increase fibre size, increase force production, increase metabolic energy supply)

Cardiovascular system

- Responses (increase stroke volume, heart rate, cardiac output, redistribution of blood flow to working muscle)
- Adaptations (increase in size of heart, stroke volume, cardiac output and number of capillaries)

Respiratory system

- Responses (increased rate and depth of breathing, increased gas exchange)
- Adaptations (improvements in respiratory muscle performance)

Neuro-muscular system

- Responses (increased number of muscle fibres recruited, increase in rate of fibre recruitment)
- Adaptations (improved co-ordination, increases in force production and rate of force production, increase in speed)

Fitness and training**Components of physical fitness**

Speed, strength, endurance (aerobic, muscular), flexibility, body composition

Components of skill fitness

Co-ordination, balance, agility, reaction time, power, strength, flexibility, endurance (local muscle, cardiovascular, strength)

Methods of fitness training

Aerobic/anaerobic training, continuous, interval, power, circuit/weight/resistance training, speed, fartlek, cross training, core stability, plyometrics, SAQ (speed, agility, quickness), stretching (static, ballistic, dynamic, proprioceptive neuromuscular facilitation – PNF)

Principles of training

- FITT (frequency, intensity, time, type)
- Application of fitness and training/overtraining
- SPORT (specificity, progression, overload, reversibility, time)

Appropriateness of programmes to differing clients

Young and old, trained and untrained, active and sedentary, healthy and unhealthy

Fitness assessment**Rationale of assessment**

Maximal v sub-maximal tests, reasons for testing/use of tests for assessment of fitness, limitations, validity and reliability, using technology to assess fitness

Protocols of recognised fitness tests

Application, understanding, Physical Activity Readiness Questionnaire (PARQ), tests for different components of fitness, eg strength, power, speed, flexibility, endurance, body composition

1.2 Opportunities and pathways

The development of competitive sport

Festivals of sport

- Ancient and modern
- popular recreations, including the characteristics, and social settings, of mob games
- the development of international sports festivals, including the modern Olympic Games

Emergence of 'rational sport' as a product of the Industrial Revolution

Students should understand:

- the role of Oxbridge, to include the role of public schools
- Codification (reason, need, process)
- development of national governing bodies
- export of the games ethic

20th century

- Development from amateur, to professional and international sport
- 'Spectatorism'
- sport(s) as a business
- rise of the 'sports star'

21st century

Globalisation of sport, Olympic case study, increase in commercialism and media influence, sponsorship, advertisement and endorsement (eg the legacies of the problems of the Montreal games, followed by the 'Hamburger games' of 1984), 'Americanisation', TV (influence of/on sport, impact of non-terrestrial networks)

Deviance in sport

Sportsmanship, gamesmanship, performance-enhancing drugs, role of WADA (World Anti-Doping Agency), future developments, eg genetic engineering

Performance pathways**Sporting pyramid**

Concept

- how the base and peak interlink
- difference between participation and performance

Levels (foundation, participation, competition, elite)

- link to learning and development of skills as well as increasing training and support needs

The roles of key UK agencies in managing the pyramid in the UK

- (Youth Sports Trust, UK Sport, SportEngland, SportScotland, Sports Council Wales, Sports Council Northern Ireland)

Traditional pathways

Students should understand how each of the following contribute towards elite sporting success:

- schools
- universities
- clubs
- sports colleges

Initiatives and policies

Students should understand initiatives and policies relating to developing performance, including:

- National Framework for Sport, Game Plan, A Sporting Future for All, UKSI network, the School Games and current initiatives and policies

Talent identification

Concept, history of talent development in East Germany and Australia, UKSI and NGB talent identification schemes in the UK

Talent development

Schools Games, World Class Programme, Talented Athlete Scholarship Scheme (TASS), Apprenticeship in Sporting Excellence (ASE)

Lifelong involvement

Lifetime sports

- Concepts (sport for all, mass participation, lifetime sports, leadership and volunteering programmes)
- SportEngland's participation segments (inactive, subs bench, mild enthusiasts, sporty types)
- benefits of increased participation (social, economic)

Constraints on participation

Opportunity, provision, esteem, cost, time, resources, geographical, pressure (social, peer)

Target groups

Definition, groups (gender, race, age, socio-economic background)

Reformative policies

- Role of sports councils, eg Making England Active, multi-sport hubs, active places initiative, public service agreements
- Work of specialist agencies, eg Women's Sports Foundation, Federation of English Disability Sport, Kick It Out
- Local schemes (concessions, programming, school and county sports partnership)

Technical developments and cultural trends

Private gyms and health clubs, fashion and activity, role of media, technology linked to access, adrenaline and adventure sports, impact of 2012 Olympic Games and current cultural trends e.g. Change4Life

The long-term athlete

Long Term Athlete Development (LTAD)

- Philosophy, models (eg elite, retention), reasons for LTAD review of current models, link to current sports models in the UK
- Early and Late Specialisation ('FUNdamentals', learning to train, training to train, training to compete, training to win, retirement and retainment)

Unit description

The fundamental aim of this unit is to engage participants in **four** tasks. These tasks will offer a framework of opportunities to develop practical experiences and conduct independent research into the structure, provision and analysis of sport and physical activity.

Students will have the chance to offer **two** performances from a choice of **three** roles (player/participant, leader and official) and record their performance over a period of time. For example, students could participate as a player/participant in two different activities, or as a leader in one activity and a player/participant in another activity.

The list of approved physical activities can be found in the GCE Physical Education Internal Assessment Guide.

They will then undertake a study into the provision of sport for **all three** roles at a local level, followed by a study of the provision for **one role** at the national level.

Lastly, students will produce an analysis of their performances in the first task.

Assessment information

This unit is internally assessed and externally moderated. Students must complete all **four** tasks.

- *Task 2.1 (Personal Performance)* requires students to offer two performances from a choice of **three** roles (player/participant, leader and official). This task is marked out of 30.
- *Task 2.2 (Local Study)* requires students to undertake independent research into the provision (access, opportunities, funding, resources), locally, for **one** physical activity in all the roles. This task is marked out of 15.
- *Task 2.3 (National Study)* builds on Task 2.2 by extending a student's opportunities to research the national provision, at elite levels, in at least **one** of their chosen roles. This task is marked out of 15.

- *Task 2.4 (Performance Analysis)* 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 student's **two** 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.

The total number of marks for each task is listed above. **One** overall mark out of **90** is required.

Students must be assessed in line with the published instructions for assessment and the assessment criteria for the task.

Additional guidance about task requirements can be found in the *GCE Physical Education Internal Assessment Guide*.

Glossary of terms used in assessment

Structured practices:

These are opportunities where individuals and/or groups engage in an organised performance environment in order to enhance and refine such performances in relation to the physiological status, knowledge, understanding and skills of the participants.

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 competitive match in squash, the completion of a dance routine or the challenge of completing a timed walk in expedition.

What students need to do

2.1 Personal Performance

Introduction

Students will be required to offer **two** performances from a choice of **three** roles (player/participant, leader or official), for example, students could participate as a player/participant in two different activities, or as a leader in one activity and a player/participant in another activity.

The student will be required to participate in each chosen role for a minimum of eight weeks and in organised performances, tournaments or events.

The keeping of a participation log or diary will allow students who wish to select activities outside of the normal assessment window the opportunity to retrospectively submit evidence of participation for example, 'summer activities' such as athletics and 'winter activities' such as skiing.

Evidence of participation in each role must be included in the student's own portfolio.

Player/participant

Students will be required to demonstrate their ability to actively perform, in both structured preparation and organised performances, for the purposes of assessment. Students will evidence their application to developing a performance via a series of structured practices as appropriate to each activity over a period of at least eight weeks.

Students will also be required to produce evidence of full active participation in a minimum of three formal organised performances, at an appropriate level to the student.

Leader

Students will be required to evidence their application to a specific leadership role in a physical activity context.

This role could include undertaking the responsibility for the training and competitive preparation of an individual or team, thereby working as a coach, or as part of a medical team or in other roles such as a sports psychologist or tournament organiser.

Students may be able to evidence their preparation for this role, either through undertaking recognised leadership courses, national governing body awards or specific centre teaching, however, this is not mandatory.

Official

Students selecting the role of official will be required to evidence their preparation and active participation in a chosen physical activity in the capacity of an 'official'.

Students may seek to undertake national governing body awards in order to evidence their level of proficiency, however this is not mandatory.

Students will be required to take officiate in at least three organised situations or in a single tournament appropriate to their level of ability.

2.2 Local Study

Introduction

This task enables students to undertake independent research into the local provision and opportunities for participation in one chosen physical activity. Both the grassroots and first level of 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.

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 no tolerance on 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 is reached.

2.3 National Study

Introduction

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 (*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 no tolerance on 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 is reached.

2.4 Performance Analysis

Introduction

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 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 will be required to provide opportunities for students 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 exercises:

- a technical analysis of four core skills in a chosen activity
- a tactical analysis including game plans and pathways for competitive success in a variety of competition contexts
- three notational exercises on teams, individuals or techniques
- a training analysis on the specific demands and the competitive requirements for individuals and/or teams
- an analysis of their own and others' strengths and weaknesses.

Assessment criteria

Task 2.1 – Personal Performance – ‘player/participant’ (AO1, AO2)	
Mark band 5 (13–15)	<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, candidates 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.</p> <p>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>
Mark band 4 (10–12)	<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.</p> <p>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>
Mark band 3 (7–9)	<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, candidates 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.</p> <p>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>
Mark band 2 (4–6)	<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.</p> <p>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>

Task 2.1 – Personal Performance – ‘player/participant’ (AO1, AO2)	
Mark band 1 (1–3)	<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.</p> <p>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>

Task 2.1 – Personal Performance – ‘leader’ (AO1, AO2)	
Mark band 5 (13–15)	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.
Mark band 4 (10–12)	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.
Mark band 3 (7–9)	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.
Mark band 2 (4–6)	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.
Mark band 1 (1–3)	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.

Unit 2 The Critical Sports Performer

Task 2.1 – Personal Performance – ‘official’ (AO1, AO2)	
Mark Band 5 (13–15)	<p>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.</p> <p>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).</p>
Mark Band 4 (10–12)	<p>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.</p> <p>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).</p>
Mark Band 3 (7–9)	<p>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.</p> <p>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).</p>
Mark Band 2 (4–6)	<p>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.</p> <p>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).</p>
Mark Band 1 (1–3)	<p>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.</p> <p>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).</p>

Task 2.2 – Local Study (AO1, AO2)	
Mark Band 5 (13–15)	<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 disabled athletes 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>
Mark Band 4 (10–12)	<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.</p> <p>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. The student will have made reference to the provisions and opportunities for disabled athletes 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>
Mark Band 3 (7–9)	<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 disabled athletes 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>

Task 2.2 – Local Study (AO1, AO2)	
Mark Band 2 (4–6)	<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 disabled athletes 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>
Mark Band 1 (1–3)	<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 disabled athletes 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>

Task 2.3 – National Study (AO1, AO2)	
Mark Band 5 (13–15)	<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 disabled athletes 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>
Mark Band 4 (10–12)	<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.</p> <p>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 disabled athletes 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>
Mark Band 3 (7–9)	<p>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.</p> <p>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 disabled athletes 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.</p>

Task 2.3 – National Study (AO1, AO2)	
Mark Band 2 (4–6)	<p>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.</p> <p>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 disabled athletes 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.</p>
Mark Band 1 (1–3)	<p>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.</p> <p>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 disabled athletes 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.</p>

Task 2.4 – Performance Analysis (AO1, AO2, AO3)	
Mark Band 5 (25–30)	<p>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.</p> <p>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.</p>
Mark Band 4 (19–24)	<p>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.</p> <p>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.</p>
Mark Band 3 (13–18)	<p>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.</p> <p>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.</p>
Mark Band 2 (7–12)	<p>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.</p> <p>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.</p>

Task 2.4 – Performance Analysis (AO1, AO2, AO3)

Mark Band 1 (1–6)

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.

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 practical performance 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 has been written that can be applied to all six 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.

Criteria		Mark
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

Unit description

Students will develop a knowledge and understanding of the short- and long-term physiological and psychological preparations made by elite athletes.

They will consider the short- and long-term technical preparations required, eg selection of appropriate kit and equipment, the use of training camps, different types of ergonomic aids.

Assessment information

The assessment of this unit is through a 2-hour examination paper which is set and marked by Pearson.

The paper will be a question-and-answer booklet and all questions in the paper are compulsory. The paper will consist of short-answer and extended-writing type questions.

The total marks for the paper are 90.

What students need to learn

3.1 Short-term preparation

Short-term physiological preparation

Warm-up:

Stages, types of stretching, intensity, duration

Sources of energy for exercise:

Students need to understand energy systems (the ATP-PC system, Lactic and aerobic pathways and the energy continuum) and the following sources of energy for exercise:

- dietary manipulation
- carbo-loading
- hydration
- creatine loading

Short-term acclimatisation:

Environmental factors that influence preparation and competition, heat adaptation, hydration planning, increase in plasma volume, increased sweat rate, effects of altitude

Short-term psychological preparation

Motivation and stress control:

- anxiety (cognitive and somatic, state and trait)
- theories of anxiety and arousal (Drive Theory, inverted-U Hypothesis, Catastrophe Theory, zone of optimum performance)
- effects on technique, eg choking, aggression versus assertion

Strategies:

Mental rehearsal, use of visualisation and imagery, 'self talk', pre-game routines, relaxation techniques, somatic and cognitive techniques including PMR (Progressive Muscle Relaxation), control of aggression

External influences:

Home advantage, crowd effect, social facilitation, importance of competition, evaluation apprehension, strategies for coping, environmental factors

Short-term technical preparation**Kit and equipment:**

Selection, environmental and cultural factors, effects on performance

Ergogenic aids for short-term preparation:

Drugs/supplements, clothing (compression clothing, ice vests), cycle ergo meters for warm-up

Use of holding camps and pre-match rituals

- The differences between short-term holding camps and long-term preparation camps
- Use of pre-match rituals in preparation for optimum performance

Fatigue and the recovery process**Fatigue:**

Effects on performance, depletion of fuels (PC, glycogen), waste product accumulation (lactic acid), central governor theory, dehydration, electrolyte loss

Recovery:

Time phases (first few hours – 24 hours)

- First few hours – cooling down, lactic acid removal, restoration of ATP-PC and glycogen stores, EPOC (excess post-exercise oxygen consumption)
- 24 hours – DOMS (delayed onset muscle soreness), hydration, carbohydrate loading

Use of ergogenic aids – ice baths, compression clothing, music

3.2 Long-term Preparation

Long-term physiological preparation

Key long-term adaptations linked to training methods:

Students need to understand periodisation, and other long-term strategies, and be able to identify how they enable structural and functional adaptations to be planned for, and achieved, including:

- Aerobic training — increases in stroke volume, cardiac output, number of capillaries, mitochondria, reduction in body fat/ increase in lean body mass, increased lactate threshold, VO_2 max
- Anaerobic training — increases in PC stores, more anaerobic enzymes, greater lactic acid tolerance
- Continuous training — improves aerobic system (see above), improved use of fat for energy, improved lactate threshold
- Interval training — can be aerobic or anaerobic depending on structure — see above
- Plyometrics/power training — increases in rate of fibre recruitment, number of fibres recruited, rate of force production/ speed, improved co-ordination
- Circuit/weight/resistance training — increases in size of muscle fibres, muscle mass, lean body mass, force production
- Speed training — improved acceleration, sprinting speed (usually associated with increased fibre recruitment/number of fibres recruited)
- Fartlek training — combination of aerobic, anaerobic, speed, interval and continuous
- Core stability training — improvements in balance, co-ordination
- Speed, Agility, Quickness (SAQ) training — improved speed, agility, reactions and co-ordination
- Stretching (static, ballistic, dynamic, PNF) — increased RoM

Long-term psychological preparation

Goal setting and mental training:

SMART (specific, measurable, achievable, realistic, time-bound) targets, performance profiling, attribution theory

Motivation:

Achievement motivation, nAch/nAff/Intrinsic/Extrinsic Attribution theories

Skill development and tactics:

Visualisation, use of ritual, training for decision making, visual awareness training, group cohesion

Long-term technical preparation**Mechanical:**

Refinement of technique (leading to perfect model, use of technology and feedback, video and computer software, 'prozone')

Students need to understand about different ergogenic aids, including force plates, pedometry, heart rate monitoring, use of GPS technology, lactate/anaerobic threshold measurement

3.3 Managing elite performance**Centres of excellence****History and development of elite support:**

- overview of different systems (East German, Australian, US, UK)

Support roles and finance

Students need to understand the needs of elite athletes, including:

- financial support (lottery, state and other sources of funding)
- training needs (the use and benefits of academies and training camps for major events, such as the Olympic Games)

Technical support**The role of technology**

- training analysis, enhancement and evaluation for sporting performance
- the concept of sports science and support (the drawing together of everything done in preparation for optimum sports performance)
- the role of national agencies, both sporting and political, in athlete preparation

Unit description

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 **three** further tasks.

The list of approved physical activities can be found in the GCE Physical Education Internal Assessment Guide which can be found on our website.

Students will construct a development plan to further progress their performance as player/participants, leaders or officials.

They will also research **one** of these roles in an international context, taking in grass roots participation, elite performance and other factors. Students will then continue to refine their performances in **one** chosen role.

Lastly, they will plan their life in physical activity, from the Advanced Subsidiary 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.

Assessment information

Students must undertake **four** tasks for assessment in this unit. They will be required to submit their completed tasks for internal centre marking using the Pearson criteria, and for external moderation.

- *Task 4.1 (Development Plan)* 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 **three** components:
 - ◆ component one — planning and researching
 - ◆ component two — performing and recording
 - ◆ component three — review and evaluation.

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.

- *Task 4.2 (International Study)* 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.
- *Task 4.3 (Progressive Participation)* provides further routes for a student to undertake continued participation in **one** chosen role and through progressive practises and organised performances to refine this performance. This task is marked out of 20.
- *Task 4.4 (Life Plan)* 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.

The total number of marks for each task is listed above. **One** overall mark out of **90** is required.

Students must be assessed in line with the published instructions for assessment and the assessment criteria for the task.

Additional guidance about task requirements can be found in the GCE Physical Education Internal Assessment Guide which can be found on our website.

AS/A2 Progression and performance assessments

Students undertaking Unit 4 will now specialise in a single performance role. This will by the nature of an advanced coursework unit allow them to evolve as more knowledgeable and able participants and contributors to a single physical activity. It is envisaged that students will therefore begin the GCE Advanced course in September one band below that awarded for the Advanced Subsidiary 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 commencement of the A2 course they would be placed, albeit provisionally, in the 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 Advanced Subsidiary course and the commencement of the GCE Advanced 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 their chosen role and thereby potentially gain a higher-band award, thus showing said progression from the final AS 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.

What students need to do

4.1 Development Plan

Introduction

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 further develop the student's performance in their chosen role.

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

Player/participant

Students will have the option to focus their development plan on specifically improving their performance in one performance area, or role.

The development plan may cover physiological weaknesses or technical developments such as specific techniques for a physical activity — for example, working to eradicate a weak backhand in a racket sport or to refine a technique such as a bowling action in cricket or throwing-in at line-outs in rugby.

This task must be personal to the individual and not undertaken as a group session.

Leader

For students undertaking their development plan as a leader in a physical activity, this could take a number of formats. They may undertake a recognised qualification, for example a national governing body award.

They may choose to participate in an internal course run by the centre, designed to provide them with the knowledge, skills and abilities required to actively take the role of a leader in a physical activity.

They may undertake their development plan at a local centre or club under the supervision of qualified instructors/coaches; opportunities could include training relating to sports injuries (first aid) or a coaching course at an appropriate level.

Official

The development plan for those students undertaking the role of an 'official' will require individuals to research and develop a level of knowledge and understanding that will enable them to actively officiate in their chosen physical activity. This may be achieved through a number of formats.

Students could qualify as an official by taking a national governing body qualification or through independent research and internal assessment as appropriate to the student's ability and the centre's programmes of physical activity.

4.2 International Study

Introduction

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 used for 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 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.

When undertaking this task students will, in the first instance, 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.

4.3 Progressive Participation

Introduction

This task requires students to actively continue their involvement in sport by further seeking opportunities to perform, lead or officiate. Students will select **one** chosen role in **one** physical activity and provide evidence of their continued participation marked against the Pearson assessment criteria.

Player/participant

The performer will be assessed in two areas: structured practices and organised performances.

Students will be required to evidence a minimum of eight weeks developing their performance through structured practices, as appropriate, and through at least three organised performances.

Leader

The role of leader will require students to seek positions of responsibility within a physical activity context in the applied setting of a organised performance.

Such roles may include coaching opportunities, training positions, sports medical roles or the use of sports psychology.

Official

The role of official will require students to seek and undertake national governing body awards in their chosen physical activity.

The student will then be required to evidence a period of applied officiating at an appropriate level, using the Pearson assessment format to evidence their officiating performances.

It is envisaged that students will seek opportunities both internal and external to their own educational establishment.

4.4 Life Plan

Introduction

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 and the opportunities and barriers to long-term involvement.

Glossary of terms used in assessment

Structured practices:

These are opportunities where individuals and/or groups engage in an organised performance environment in order to enhance and refine such performances in relation to the physiological status, knowledge, understanding and skills of the participants.

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 in expedition.

Assessment criteria

Task 4.1 – Development Plan (AO1, AO2, AO3)	
Mark band 5 (37–45)	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 methods, 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 students 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.
Mark band 4 (28–36)	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 over a suitable period of time. Where applicable, scientific equipment and cutting-edge methods, 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.
Mark band 3 (19–27)	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 methods, 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.

Task 4.1 – Development Plan (AO1, AO2, AO3)	
Mark band 2 (10–18)	<p>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 methods, 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.</p>
Mark Band 1 (1–9)	<p>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 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 methods, 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.</p>

Calculation of marks for Task 4.1 — Development Plan

For *Task 4.1: Development Plan* 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 above should be used to check the final mark.

Task 4.1 — Development Plan (AO1, AO2, AO3) Component 1 — Planning and Researching	
Mark Band 5 (17–20)	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.
Mark Band 4 (13–16)	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.
Mark Band 3 (9–12)	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.
Mark Band 2 (5–8)	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.
Mark Band 1 (1–4)	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.

Task 4.1 – Development Plan (AO1, AO2, AO3) Component 2 – Performing and Recording	
Mark Band 5 (17–20)	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.
Mark Band 4 (13–16)	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.
Mark Band 3 (9–12)	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.
Mark Band 2 (5–8)	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.
Mark Band 1 (1–4)	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.

Unit 4 The Developing Sports Performer

Task 4.1 – Development Plan (AO1, AO2, AO3) Component 3 – Review and Evaluation	
Mark Band 5 (5)	The student has been able to construct 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.
Mark Band 4 (4)	The student has been able to construct 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.
Mark Band 3 (3)	The student has been able to construct a good standard of 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.
Mark Band 2 (2)	The student has been able to construct a moderate standard of 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.
Mark Band 1 (1)	The student has been able to construct a limited standard of 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.

Task 4.2 – International Study (AO1, AO3)	
Mark Band 5 (13–15)	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.
Mark Band 4 (10–12)	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.
Mark Band 3 (7–9)	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.
Mark Band 2 (4–6)	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 of 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.

Task 4.2 – International Study (AO1, AO3)

**Mark
Band 1
(1–3)**

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.

Task 4.3 – Progressive Participation – ‘player/participant’ (AO1, AO2)	
Mark Band 5 (17–20)	<p>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.</p> <p>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.</p> <p>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.</p>
Mark Band 4 (13–16)	<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, candidates 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.</p> <p>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>
Mark Band 3 (9–12)	<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.</p> <p>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>
Mark Band 2 (5–8)	<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, candidates 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.</p> <p>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>

Task 4.3 – Progressive Participation – ‘player/participant’ (AO1, AO2)	
Mark Band 1 (1–4)	<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.</p> <p>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>

Task 4.3 – Progressive Participation – ‘leader’ (AO1, AO2)	
Mark Band 5 (17–20)	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.
Mark Band 4 (13–16)	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.
Mark Band 3 (9–12)	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.
Mark Band 2 (5–8)	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.
Mark Band 1 (1–4)	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.

Unit 4 The Developing Sports Performer

Task 4.3 – Progressive Participation – ‘official’ (AO1, AO2)	
Mark Band 5 (17–20)	<p>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.</p> <p>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).</p>
Mark Band 4 (13–16)	<p>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.</p> <p>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).</p>
Mark Band 3 (9–12)	<p>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.</p> <p>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).</p>
Mark Band 2 (5–8)	<p>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.</p> <p>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).</p>
Mark Band 1 (1–4)	<p>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.</p> <p>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).</p>

Task 4.4 – Life Plan (AO3)	
Mark Band 5 (9–10)	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.
Mark Band 4 (7–8)	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.
Mark Band 3 (5–6)	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.
Mark Band 2 (3–4)	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.
Mark Band 1 (1–2)	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.

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 candidates must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate 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 Pearson 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 our UK *Information Manual*, which is available on our website.

For up-to-date advice on teacher involvement, malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: www.jcq.org.uk.

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations and Assessments: Policies and Procedures* document, available on the JCQ website.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B, Specification overview</i> .
Entering candidates for the examination for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in our UK <i>Information Manual</i> , copies of which are sent to all examinations officers. The information can also be found on our website (www.edexcel.com).
Resitting of units	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Pearson unit bank have a shelf life limited only by the shelf life of this specification.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced Level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which Grade A is the highest and Grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 1</i> for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1, 2, 3 and 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8PE01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Advanced GCE Cash-in code 9PE01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
A01	Students should demonstrate knowledge and understanding of physical activity	40.5%	27%	33.75%
A02	Students should demonstrate the ability to apply skills, knowledge and understanding in physical activity	40.5%	35.5%	38%
A03	Students should demonstrate the ability to analyse and evaluate critically physical activity	19%	37.5%	28.25%
TOTAL		100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in physical education requires students to draw together the three aims of the subject criteria.

Stretch and challenge

Students can be stretched and challenged in A2 units through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- a requirement for extended writing
- *Unit 4: The Developing Sports Performer* involves students planning their life in physical activity
- improvement of synoptic assessment.

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: www.jcq.org.uk.

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations And Assessments: Policies and Procedures* document, available on the JCQ website.

Access arrangements, reasonable adjustments and special consideration

For further information on access arrangements please see the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. The document is on our website at: www.edexcel.com/policies.

Access arrangements

Access arrangements are pre-examination adjustments for students based on evidence of need and their normal way of working. Access arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.

Access arrangements allow candidates and students with special educational needs, disabilities or temporary injuries to access the assessment without changing its demands, for example, the use of readers, scribes and Braille question papers. By making access arrangements awarding organisations comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Teachers must apply for access arrangements at the beginning of the course.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

How reasonable the adjustment is will depend on a number of factors, including the needs of the student with the disability. An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment.

Further information

Please see our website (www.edexcel.com) for:

- the request forms for access arrangements and special considerations
- the dates for submission of the forms.

For GCE qualifications Access arrangements online enables centres to make a single online application for a candidate requiring access arrangements.

Please visit: www.edexcel.com/iwantto/Pages/access-arrangements.aspx for further information on applications.
quirements@pearson.com

Post requests for access arrangements and special considerations to:

Special Requirements
Pearson Education Limited
One90 High Holborn
London
WC1V 7BH

Or email them to: uk.special.requirements@pearson.com

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, www.edexcel.com/Policies.

Prior learning and progression

Prior learning

Students who would benefit most from studying a GCE in Physical Education are likely to have a Level 2 qualification such as a GCSE in Physical Education at grades A*–C or another Level 2 qualification such as a BTEC First in Sport.

Progression

This qualification supports progression into further and higher education, training or employment, such as sports sciences, recreation and leisure studies, physiotherapy, the armed forces and the civil service.

Combinations of entry	There are no forbidden combinations.
Student recruitment	<p>Pearson's access policy concerning recruitment to our qualifications is that:</p> <ul style="list-style-type: none">■ they must be available to anyone who is capable of reaching the required standard■ they must be free from barriers that restrict access and progression■ equal opportunities exist for all students.
The wider curriculum	<p>This qualification provides opportunities for developing an understanding of spiritual, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to physical education. <i>Appendix 2: Wider curriculum</i> maps the opportunities available.</p>

E Resources, support and training

Resources to support the specification

In addition to the resources available in the *Getting Started* and *Internal Assessment* guide books, we produce a wide range of resources to support this specification.

Pearson's own published resources

Pearson 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. These resources include:

- AS Students' Book
- A2 Students' Book
- AS Teacher's CD ROM
- A2 Teacher's CD ROM.

For more information on our complete range of products and services for GCE in Physical Education, visit www.edexcel.com/gce2008.

Pearson support services

Pearson support services

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

ResultsPlus – ResultsPlus is an application launched by Pearson 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

Ask the Expert – to make it easier for our teachers to ask us subject specific questions we have provided the **Ask the Expert** Service. This easy-to-use web query form will allow you to ask any question about the delivery or teaching of Pearson qualifications. You’ll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we’ve developed a website for students that will help them:

- understand subject specifications
- access past papers and mark schemes
- learn about other students’ experiences at university, on their travels and when entering the workplace.

We’re committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: www.edexcel.com/contactus

F**Appendices**

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Physical Education

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
<p>A/B boundary performance descriptions</p>	<p>Candidate should demonstrate knowledge and understanding of physical activity.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show a good knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles b show a good knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved c communicate well through the careful selection and use of appropriate technical language. 	<p>Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> a accurately apply diverse knowledge taken from the wider context of the AS specification, supporting it well with relevant examples b apply appropriate techniques and principles designed to develop an improvement in performance across different types of activity. 	<p>Candidates should demonstrate the ability to analyse and evaluate critically physical activity.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show good ability to analyse the effectiveness of components of performance b use their skills of analysis and evaluation to identify key priorities for improving performance c organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.
<p>E/U boundary performance descriptions</p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles b show some knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved c use limited technical language with some accuracy. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) apply knowledge taken from the AS specification, supporting it with some relevant examples b) show some ability to apply techniques and principles designed to develop an improvement in performance. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show some ability to analyse the effectiveness of components of performance b use their skills of analysis and evaluation to identify some ways of improving performance c organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.

A2 performance descriptions for Physical Education

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3
A/B boundary performance descriptions	<p>Candidates should demonstrate knowledge and understanding of physical activity.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show a good in-depth knowledge and understanding of the roles of performer, leader and/or official and the relationships between the components of effective performance in those roles b show a good in-depth knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and how best to promote that involvement c communicate well through the careful selection and wide use of appropriate technical language. 	<p>Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> a accurately apply diverse knowledge taken from the wider context of the A2 specification, supporting it well with relevant examples b show good judgement in applying appropriate techniques and principles designed to make changes and adaptations to improve the quality, effectiveness and efficiency of performance. 	<p>Candidates should demonstrate the ability to analyse and evaluate critically physical activity.</p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show good ability to analyse the effectiveness of components of performance b use their skills of critical analysis and evaluation to identify key priorities for improving performance c organise and present information, ideas, descriptions and arguments in a clear, informed, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles b show some knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and make some suggestions as to how to promote that involvement c use technical language with some accuracy. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a apply knowledge taken from the A2 specification, supporting it with some relevant examples b show some ability to apply techniques and principles designed to develop an improvement in the quality, effectiveness and efficiency of performance. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a show some ability to analyse the effectiveness of components of performance b use their skills of analysis and evaluation to identify some ways of improving performance c organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Social	✓			
Cultural	✓		✓	
Citizenship	✓			
Environmental			✓	
European initiatives	✓			
Health and safety	✓	✓	✓	✓

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	1, 2, 3, 4	Spiritual issues are implicit throughout the qualification
Social	1	<i>Unit 1: Participation in Sport and Recreation:</i> Target groups for lifelong involvement, eg gender, race, age, socio-economic background
Cultural	1, 3	<i>Unit 1: Participation in Sport and Recreation:</i> Current trends in health – comparative cultures, eg USA, Finland, Japan <i>Unit 3: Preparation for Optimum Sports Performance:</i> Environmental and cultural factors on short-term technical preparation
Citizenship	1	<i>Unit 1: Participation in Sport and Recreation:</i> Lifetime sports including leadership and volunteering programmes
Environmental	3	<i>Unit 3: Preparation for Optimum Sports Performance:</i> External influences on short-term psychological preparation
European initiatives	1	<i>Unit 1: Participation in Sport and Recreation:</i> Globalisation of sport
Health and safety	1, 2, 3, 4	Health and safety is implicit throughout the qualification

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	7210
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are: AS – 500/2327/5 Advanced GCE – 500/2268/4
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 6PE01 Unit 2 – 6PE02 Unit 3 – 6PE03 Unit 4 – 6PE04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS – 8PE01 Advanced GCE – 9PE01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Pearson <i>Information Manual</i> available on our website.

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

Books

Hill, M et al — *Edexcel AS PE Student Book* (Heinemann, 2008)

Hill, M et al — *Edexcel A2 PE Student Book* (Heinemann, 2009)

Hill M and Roberts G — *Edexcel AS Physical Education - Unit 1: Participation in Sport and Recreation* (Philip Allan, 2008)
ISBN 9780340966761

Roberts G and Hill M — *Edexcel A2 Physical Education – Unit 3: Preparation for Optimum Sports Performance* (Philip Allan, 2009)
ISBN 9780340966785

Hill M and Roberts G – *Edexcel A2 Physical Education – Unit 4: The Developing Sports Performer* (Philip Allan, 2009)
ISBN 9780340966792

Magazines and periodicals

PE Review

School Sport

Sports Teacher

Websites

Brian Mac

www.brianmac.co.uk

Edexcel PE 'Community'

<http://community.edexcel.com/forums/24.aspx>

pe4u

www.pe4u.co.uk

Peak Performance

www.pponline.co.uk

SportIQ

www.sport-iq.com

TeachPE.com

www.Teachpe.com

A major feature of the design of this specification is that it should enable students to apply their developing knowledge and understanding to their personal training with a 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 recreative 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 certain Martial Arts.

In considering the activities to be undertaken, a centre must ensure that the following criteria are applicable. 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 centres if requested.

All activities will be required to comply with all appropriate recommendations related to the safety of students as recognised by the British Association of Lecturers in Physical Education (BAALPE), and Edexcel reserves the right to refuse a request.

For a list of accepted activities, please refer to the *Internal assessment guide*, which can be found on 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 Physical Education Assessment team at:

PE Assessment Team
Pearson
One90 High Holborn
London WC1V 7BH

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