Pearson Edexcel

A Level Physical Education

Specification

Pearson Edexcel Level 3 Advanced GCE in Physical Education (9PE0)

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Issue 3

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

All information in this specification is correct at time of publication.

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Summary of Pearson Edexcel Level 3 Advanced GCE in Physical Education specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
The forward slash between inline and roller hockey has been removed	26

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introduction

Why choose Pearson Edexcel A Level in Physical Education?

We've listened to feedback from all parts of the physical education and sport subject community, including higher education. We've used this opportunity of curriculum change to redesign qualifications that reflect the demands of a truly modern and evolving physical education and sporting environment – qualifications that enable your students to apply themselves and give them the skills to succeed in their chosen pathway.

Clear and coherent structure – our qualification has a straightforward structure with four engaging and up-to-date components, assessed through externally examined papers and non-examined assessments.

Clear question papers – we have focused on ensuring that our question papers are clear and accessible for students and that mark schemes are straightforward in making the requirements clear.

Develops a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification, students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

Provides a real applied focus – the new specification content encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments.

Reflects today's global world – students will engage with key issues and themes relating to contemporary global influences on physical education and sport.

Develops transferable skills for progression to higher education – students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study. The blend of scientific and social knowledge positions candidates to access the numerous physical education, sport and physical activity higher education programmes.

Supports progression from Key Stage 4 – we have designed the AS and A Level that builds on and embeds the physical development and skills learned in Key Stage 4, deepening their knowledge of content studied previously whist avoiding unnecessary repetition and also ensuring that learners new to the subject are appropriately supported.

AS and A Level qualifications that are co-teachable – the AS and A Level Physical Education course has been designed to be co-teachable, with the same topics at both AS and A Level providing flexibility for you and your students. At A Level students are required to study additional content within the topic areas to further enhance their knowledge. Please note that AS and A Level content will be assessed to a different standard, appropriate to the level of study.

Facilitate employment in the sport, leisure and tourism sector – the knowledge, skills and understanding from this qualification positions candidates strongly for employment in a range of roles in this dynamic and growing employment sector.

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started** guide gives you an overview of the new GCE Physical Education qualification to help you to get to grips with the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between your current GCE Physical Education specification and our new specification.

Teaching and learning

There will be a range of free teaching and learning support to help you deliver the new qualifications, including:

- **topic booklets**, with background information about the topic and resource/further reading lists
- guidance on **teaching approaches** to deliver the content in a practical way.

Preparing for exams and NEA

We will also provide a range of resources to help you prepare your students for the assessments, including:

- levelled **exemplars** of student work with examiner commentaries for both the external and internal assessments.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service, led by Penny Lewis, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-updates from Penny Lewis to keep up to date with qualification updates and product and service news. To contact the PE and sport team, email TeachingPEandSport@pearson.com or phone UK: 0844 576 0036

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 3 Advanced GCE in Physical Education consists of two externally-examined papers and two non-examined assessments.

Components 1 and 2 will be assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.

Component 1: Scientific Principles of Physical Education **(*Component code: 9PE0/01)**
Written examination: 2 hours and 30 minutes ***40% of the qualification*** ***140 marks***
Content overview • Topic 1: Applied anatomy and physiology • Topic 2: Exercise physiology and applied movement analysis Biomechanics is embedded within the content of Topics 1 and 2.
Assessment overview • Students must answer all questions. • The assessment comprises two sections: Section A – Applied anatomy and physiology and Section B – Exercise physiology and applied movement analysis. • The assessment consists of short-answer, long-answer and extended-answer questions. • One extended-answer question, marked with an asterisk, requires students to use their knowledge and understanding from across the course of study in their answer. Calculators may be used in the assessment. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 8: Calculators.*

Component 2: Psychological and Social Principles of Physical Education **(*Component code: 9PE0/02)**
Written examination: 2 hours ***30% of the qualification*** ***100 marks***
Content overview • Topic 3: Skill acquisition • Topic 4: Sport psychology • Topic 5: Sport and society
Assessment overview • Students must answer all questions. • The assessment comprises two sections: Section A – Skill acquisition and sport psychology and Section B – Sport and society. • The assessment consists of short-answer, long-answer and extended-answer questions. • Two extended-answer questions, marked with an asterisk, require students to use their knowledge and understanding from across the course of study in their answers. Calculators may be used in the assessment. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 8: Calculators.*

Component 3: Practical Performance (*Component code: 9PE0/03)
Non-examined assessment: internally assessed, externally moderated ***15% of the qualification*** ***40 marks***
Content overview • Skills performed in one physical activity as a player/performer **OR** • Skills performed in one physical activity as a coach
Assessment overview • It is recommended that the minimum duration for the student activity is approximately 54 hours, combining preparation and the assessed performance. • The assessment will be internally marked by the centre and externally moderated by Pearson. • The assessment consists of students completing one physical activity from the set list on pages 26–27 of this specification. • Students can be assessed in either the role of player/performer or coach. • As a player/performer, students will be assessed against set assessment criteria, which can be found in the *Practical Performance Assessment Criteria*. There are separate assessment criteria for each physical activity. Generic assessment criteria are on pages 31–35 of this specification. • As a coach, students will be assessed against set assessment criteria, which can be found on pages 36–41 of this specification and in the *Practical Performance Assessment Criteria*.

Component 4: Performance Analysis and Performance Development Programme (*Component code: 9PE0/04)
Non-examined assessment: internally assessed, externally moderated ***15% of the qualification*** ***40 marks***
Content overview • In the role of player/performer or coach analyse two components of a physical activity (one physiological component and **either** a tactical **or** technical component). • In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.
Assessment overview • Carrying out and producing the Performance Analysis and PDP may take place over multiple sessions, up to a combined duration of 54 hours. • The assessment will be internally marked by the centre and externally moderated by Pearson. • The assessment consists of students producing a Performance Analysis and then developing a Performance Development Programme. • Students can be assessed in either the role of player/performer or coach. • As a player/performer and coach students will be assessed against set assessment criteria which can be found on pages 50–59 of this specification. There are separate assessment criteria for the Performance Analysis and the Performance Development Programme.

*See *Appendix 12: Codes* for a description of this code and all other codes relevant to this qualification.

2 Subject content and assessment information

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Component 1: Scientific Principles of Physical Education

Topic 1: Applied anatomy and physiology

Overview

Students will understand the anatomical/structural and physiological/functional roles performed in the identified systems of the body. They will understand how the controlled stress of exercise will affect the systems and the way that the effect is measured. The topic will cover how different stresses/types of exercise will bring about both acute responses and chronic adaptations.

The principles of Newton's Three Laws of Motion – force, centre of mass and stability – will also be covered and are essential to a student's understanding of how sporting technique and performance can be improved. Students will understand concepts of energy and how they relate to physical activity and sport.

Content

<table>
<tr><th>Subject content</th><th>What students need to learn</th></tr>
<tr><td>1.1 Muscular skeletal system</td><td>Knowledge and understanding of the anatomy and physiology of the muscular and skeletal systems. Application of this understanding to physical activity and sport through the content listed below.

1.1.1 Names of muscles, bones and movements produced.

<table>
<tr><th>Region/ joint</th><th>Muscle(s)</th><th>Bone(s)</th><th>Movement</th></tr>
<tr><td>Shoulder</td><td>Trapezius
Posterior-deltoids
Anterior-deltoids
Pectoralis
Latissimus dorsi</td><td>Humerus
Clavicle
Scapula</td><td>Horizontal-flexion
Horizontal-extension
Abduction
Adduction
Rotation
Circumduction</td></tr>
<tr><td>Hip</td><td>Gluteus
Hamstring group
Psoas major</td><td>Pelvis
Femur</td><td>Flexion
Extension
Abduction
Adduction
Rotation
Circumduction</td></tr>
<tr><td>Elbow</td><td>Bicep brachii
Tricep brachii</td><td>Radius
Ulna
Humerus</td><td>Flexion
Extension</td></tr>
<tr><td>Leg and knee</td><td>Quadricep group
Hamstring group
Gastrocnemius
Soleus</td><td>Femur
Patella
Tibia
Fibula</td><td>Flexion
Extension</td></tr>
<tr><td>Ankle and foot</td><td>Gastrocnemius
Soleus
Tibialis anterior</td><td>Tibia
Fibula tarsals
Metatarsals
Phalanges</td><td>Plantar flexion
Dorsi flexion
Eversion
Inversion</td></tr>
<tr><td>Wrist and hand</td><td></td><td>Radius
Ulna
Carpals
Metacarpals
Phalanges</td><td>Supination
Pronation</td></tr>
<tr><td>Core/trunk</td><td>Rectus Abdominus
Latissimus dorsi</td><td>Regions of the vertebral column (cervical, thoracic, lumbar, sacral, coccyx)</td><td>Flexion
Extension
Rotation</td></tr>
</table>
</td></tr>
</table>

Subject content	What students need to learn
	1.1.2 The stretch-shortening cycle, including the different types of contraction/muscular action: isotonic/eccentric, isotonic/concentric and isometric. Application of how movement or stability is produced as a result of these different contractions/muscular actions during physical activity and sporting movements.
	1.1.3 The concept of agonist, prime mover, antagonist, fixator, synergist and how a muscle can take on these different roles when providing stability or movement in a variety of physical or sporting situations.
	1.1.4 The components of an anatomical lever and how the body uses the lever systems (1st, 2nd and 3rd class) in physical activity and sport. This should include the mechanical advantages and disadvantages of each lever.
	1.1.5 Newton's Three Laws of Motion and how they apply to sporting contexts: Law of Inertia, Law of Acceleration and Law of Action and Reaction.
	1.1.6 The principles related to the stability of the body in relation to the centre of mass and its implication in physical activities.
	1.1.7 The calculation of force and resultant force: a mass of 1 kg exerts a force of 9.81 N (down).
	1.1.8 How the muscular and skeletal systems respond, acutely, both structurally and functionally to the stress of warming up and immediate physical or sporting activity.
1.2 Cardio-respiratory system and cardiovascular systems	1.2.1 Knowledge, understanding and application of the anatomy and physiology of the cardiovascular, circulatory and respiratory systems in physical activity. Understanding of how they function individually and in conjunction with each other.
	1.2.2 The structure and function of the respiratory system to include the larynx, pharynx, trachea, bronchus, bronchiole, alveoli.
	1.2.3 The physiology of the respiratory system as a mechanical process of ventilation (inspiration and expiration). The cause and effect process, including the role of pressure gradients, partial pressure (pp) and diffusion.
	1.2.4 Respiratory values and capacities: tidal volume, inspiratory reserve volume, expiratory reserve volume, residual volume, vital capacity, inspiratory capacity, functional residual capacity, total lung capacity.
	1.2.5 The anatomical components and structure of the cardio vascular system to include, the heart – atria, ventricles, valves, septum, atrioventricular (AV) and sinoatrial (SA) nodes, myocardia – blood, and blood vessels (arteries, veins, and capillaries).

Subject content	What students need to learn
	1.2.6 The physiology of the cardiovascular system with regards to the cardiac cycle, systemic and pulmonary circulation, venous return, vascular shunting, heart rates, (resting, working, maximum, heart rate reserve and recovery), stroke volume, cardiac output, end diastolic and end systolic volumes.
	1.2.7 Understanding of bradycardia, why it may be beneficial and how, anatomically and physiologically, it may occur.
	1.2.8 The cardiorespiratory and cardiovascular systems and how they respond acutely, both structurally and functionally, to the stress of warming up and immediate physical or sporting activity.
	1.2.9 Understanding of what constitutes an unhealthy lifestyle and its effects on the cardiovascular and cardiorespiratory systems.
1.3 Neuro-muscular system	1.3.1 Knowledge, understanding and application of the anatomy and physiology and the function of the neuro-muscular system during physical activity.
	1.3.2 The characteristics and anatomical make-up of the different fibre types: slow twitch (type I), fast oxidative glycolytic (IIa) and fast glycolytic (type IIx, formerly known as IIb).
	1.3.3 The different structure of each fibre type: how it facilitates their physiology and affects their suitability for particular types of physical activities.
	1.3.4 The fibre recruitment patterns for endurance and power-based events, and how specific training can enable athletes to gain control over the recruitment pattern.
	1.3.5 The anatomy of the neuro-muscular system, including the central nervous system, muscle fibres, myofibrils, sarcomeres, motor units, motor neurones and neuro-muscular end plates, the protein filaments of actin and myosin, and the roles of the globular proteins of troponin and tropomyosin.
	1.3.6 The physiology of a muscular contraction, from a nervous impulse to a muscular response. To include: the neuro-muscular transfer, sliding filament theory, the all-or-none law. Knowledge of the five stages of a muscle contraction (resting, excitation, contraction, recharge and relaxing). Understanding of wave summation and gradation of contraction.
	1.3.7 Understanding of how the neuro-muscular system responds acutely, both structurally and functionally, to the stress of warming up and immediate physical or sporting activity.
	1.3.8 The chronic adaptations of the cardiorespiratory, cardiovascular, muscular-skeletal and neuro-muscular systems to training.

Subject content	What students need to learn
1.4 Energy systems: fatigue and recovery	**1.4.1 Knowledge and understanding of the concepts of energy, with specific reference to physical activity and sport.**
	1.4.2 Understanding of the forms of energy, processes by which it is regenerated, how depletion occurs and the recovery process.
	1.4.3 Forms of energy to include: mechanical, electrical, potential, chemical and kinetic. The role of energy as adenosine triphosphate (ATP) in muscular contraction and the use of phosphocreatine (PC), glycogen and fat as sources for ATP re-synthesis.
	1.4.4 The characteristics and physiology of the three energy pathways (ATP-PC, glycolytic and aerobic).
	1.4.5 The characteristics of the three pathways with regards to ease and speed of ATP production, the force of contraction that each will support, the intensity and duration of exercise supported by each as the dominant energy provider, and the regeneration of ATP for each pathway.
	1.4.6 The principle of the energy continuum when based around athletic running events.
	1.4.7 Use of the continuum as a medium to support understanding of the joint and collaborative role of the three energy pathways in physical activity.
	1.4.8 Positioning of athletic running events on the energy continuum.
	1.4.9 The concept of fatigue and factors that contribute to fatigue: energy depletion, dehydration and the build-up of waste products (including an exploration of the role of lactic acid in performance).
	1.4.10 Stages of recovery and their application to specific physical and sporting contexts.
	1.4.11 The fast component of recovery and re-phosphorylisation; the speed and rate of phosphogen replenishment.
	1.4.12 The slow component of recovery; the oxidation of lactate (removal of lactate and H^+), replenishment of energy stores and the two-hour window of opportunity: rehydration, physical cooling and thermoregulation; the 48-hour window of opportunity: resaturation of myoglobin, re-synthesis of protein, glycogen and carbohydrate (CHO); exercise induced muscle damage (EIMD) and delayed onset muscular soreness (DOMS).
	1.4.13 EPOC (excess post-exercise oxygen consumption), and the stages of recovery.
	1.4.14 Understanding of how the energy systems respond acutely to the stress of warming up/priming exercise.

Topic 2: Exercise physiology and applied movement analysis

Overview

Students will understand the importance of diet and nutrition pre-, during and post-physical activity. They will also study fatigue and recovery, which will build from their knowledge of energy systems in *Topic 1: Applied anatomy and physiology*.

Students will gain an understanding of how to apply knowledge of energy systems and how to train, maintain and improve their performance. This includes an understanding of fitness components, methods of training and physiological adaptations.

Students will also understand how to prevent and rehabilitate from injury. Students will be able to demonstrate an understanding of movement analysis through the use of examples to include linear motion, angular motion, projectile motion and fluid mechanics.

Content

Subject content	What students need to learn	
2.1 Diet and nutrition and their effect on physical activity and performance	2.1.1	Knowledge and understanding of dietary manipulation for performance pre-, during and post-physical activity.
	2.1.2	Optimal weight for performance to include energy balance, energy intake and expenditure.
	2.1.3	Electrolytes, hypotonic, hypertonic and isotonic solutions and their importance in maintaining hydration and performance.
	2.1.4	The role and use of supplementation to enhance energy stores, hydration, recovery, metabolic process and delay fatigue.
	2.1.5	Contemporary supplements.
	2.1.6	Strategies for ensuring optimal food, fuel and fluid intake for pre-, during and post-physical activity: carbohydrate (CHO) loading, two-hour window of opportunity, protein intake, pre-, during and post-event hydration.
2.2 Preparation and training methods in relation to maintaining and improving physical activity and performance	2.2.1	Knowledge and understanding of preparation and training methods in relation to maintaining and improving physical activity and performance.
	2.2.2	Fitness tests: functional thresholds, lactate threshold/anaerobic threshold/maximum steady state, gas analysis, multi-stage fitness test, step tests, yo-yo test, Cooper minute run, Wingate test, maximum accumulated oxygen deficit (MAOD), RAST (repeat anaerobic sprint test), Cunningham and Faulkner, jump tests, Margaria-Kalaman, strength tests, agility tests, sprint tests < 100 m.
	2.2.3	Interpret, calculate and present data (tables and graphs) based on fitness test results.
	2.2.4	Determinants of movement/running performance and their application to sprint, endurance and intermittent activities.

Subject content	What students need to learn
	2.2.5 Components of fitness: localised muscular endurance, $\dot{V}O_2$ max, anaerobic capacity, maximal strength, strength, power, speed, agility, coordination, reaction time, balance, flexibility, exercise economy, maximal and 'submaximal' aerobic fitness.
	2.2.6 Principles of training: individual needs, specificity, progressive overload, Frequency Intensity Time and Type (FITT), overtraining, reversibility.
	2.2.7 Different ways of measuring and calculating intensity: percentage of one repetition maximum (RM), Rate of Perceived Exertion (RPE), percentage of functional threshold, target HR, work to rest ratios.
	2.2.8 Target heart rate: understanding and use of Karvonen's theory.
	2.2.9 Contemporary technologies used by the performer and coach to monitor fitness and performance.
	2.2.10 Periodisation: Macro, Meso and Micro Cycles Knowledge and understanding of the preparation phase (general and specific), competition phase and transition phase.
	2.2.11 Methods of training and their appropriateness for different activities: interval, circuits, cross, continuous, fartlek, flexibility (static, ballistic and proprioceptive neuromuscular facilitation (PNF)), weights (free weights and machines), resistance (including pulleys, parachutes), assisted (including bungees, downhill), plyometrics, speed agility quickness (SAQ) and functional stability. Advantages and disadvantages of each method of training.
	2.2.12 Preparation for performance at altitude, in heat and in humidity.
	2.2.13 Knowledge and understanding of strategies for speeding up recovery following physical activity: cooling down, massage, ice baths, compression clothing.
2.3 Injury prevention and the rehabilitation of injury	**2.3.1 Knowledge and understanding of the different classifications of common sporting injuries.**
	2.3.2 Acute injuries: cruciate ligament injury; soft tissue damage, sprain, Achilles tendon injury, fracture, dislocation.
	2.3.3 Overuse injuries: strain, shin splints (periostitis), tendonitis (including tennis elbow and golfer's elbow), stress fractures.
	2.3.4 Prevention of injuries **Conditioning, muscle balance, technique, protective equipment, managing risks.**

Subject content	What students need to learn
	2.3.5 Rehabilitation from injuries **Contemporary recovery methods and timescales for return to play for injuries in 2.3.1, e.g. ultrasounds, physiotherapy, hyperbaric chambers, oxygen tents, compression garments, ice baths, nutrition, climate chambers, cryotherapy.** **POLICE – Protection, Optimal Loading, Ice, Compression, Elevation.** **RICE – Rest, Ice, Compression, Elevation.** **Advantages and disadvantages of rehabilitation strategies.**
2.4 Linear motion	**2.4.1 Knowledge and understanding of the factors associated with linear motion and the application of definitions, equations, calculations and units of measurement in a sporting context.**
	2.4.2 Calculation of the distance and displacement, speed and average speed, velocity and acceleration. **Speed = distance/time ($s = d/t$)** **Velocity = displacement/time or distance/time (m/s)** **Acceleration = (final velocity – initial velocity)/time taken (m/s^2)**
	2.4.3 Plot, label and interpret graphs of motion. To include distance/time, speed/time graphs and velocity/time graphs.
2.5 Angular motion	**2.5.1 Knowledge and understanding of how angular motion is applied in a sporting context.**
	2.5.2 Factors affecting moment of inertia: mass and distribution of mass from axis of rotation.
	2.5.3 Effects of increasing or decreasing the moment of inertia when rotating about an axis (whole body or specific joint).
	2.5.4 Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.
2.6 Projectile motion	**2.6.1 Knowledge, understanding and application of projectile motion in refining technique in different sporting contexts.**
	2.6.2 Forces acting during flight that affect projectile motion: gravity, air resistance and lift forces.
	2.6.3 Factors that determine the horizontal displacement of a projectile: velocity of release, height of release, angle of release.
	2.6.4 Technique modification through the application of technology by the performer and coach in order to improve performance.

Subject content	What students need to learn
2.7 Fluid mechanics	**2.7.1 Knowledge, understanding and application of aerodynamics and hydrodynamics to appropriate sports contexts.**
	2.7.2 Factors affecting fluid friction and air resistance: velocity, drag force, mass, streamlining and surface characteristics of body.
	2.7.3 Interaction of lift forces with objects: upward and downward lift forces, angle of attack and the Bernoulli effect.
	2.7.4 Types of spin: topspin, backspin, sidespin. Magnus effect and how they impact on flight path and bounce.
	2.7.5 Principles of fluid mechanics and how it has influenced technological advancements in technique modification, clothing/suits, equipment/apparatus.

Assessment information

- First assessment: May/June 2018.
- The assessment is 2 hours and 30 minutes.
- The assessment comprises two sections: Section A – Applied anatomy and physiology and Section B – Exercise physiology and applied movement analysis.
- The assessment is out of 140 marks.
- Students must answer all questions.
- The assessment consists of short-answer, long-answer and extended-answer questions.
- Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 8: Calculators*.

Sample assessment materials

A sample paper and mark scheme for this component can be found in the *Pearson Edexcel Level 3 Advanced GCE in Physical Education* Sample Assessment Materials (SAMs) document.

Component 2: Psychological and Social Principles of Physical Education

Topic 3: Skill acquisition

Overview

Students are required to show an understanding of the nature and development of skills in sport. This understanding could be enhanced and developed through applied practical experiences in the role of either coach and/or performer. Students should have an awareness of the relevant learning theories and how they relate to skill development. At A Level, students will develop a detailed appreciation of the role of memory systems in the acquisition of skill.

Students are expected to be able to relate knowledge of practices, feedback and guidance to practical performance situations. Students should be able to understand how quantitative data can be generated in appropriate areas of skill acquisition and be able to produce and evaluate the meaning of such data.

Content

Subject content	What students need to learn	
3.1 Coach and performer	3.1.1	Coaching styles to improve the performance of learners: command, reciprocal, guided discovery and problem solving.
	3.1.2	The development of tactics and strategies in a competition or performance to optimise outcome.
	3.1.3	Dissection of a skill in order to identify technical elements: preparation, execution and recovery phases leading to the correct result or outcome. Exploration of how to analyse a skill in order to identify any technical strengths and weaknesses. How to compare to higher-level performer.
3.2 The classification and transfer of skills	3.2.1	Knowledge and understanding of skill classifications. Classification continuums as gross/fine, internally paced/externally paced, discrete/serial/continuous. The open/closed continuum in relation to the sporting environment, decision making and practice structure.
	3.2.2	The uses of transfer of skills. Transfer as positive/negative, proactive/retroactive, bilateral and zero. Transfer as the effect of one skill on another as a result of practice/experience.
3.3 Learning theories	3.3.1	The associative theories (classical and operant conditioning). Reinforcement – positive, negative, punishment, stimulus–response (S-R) bond – and its use in skill learning.
	3.3.2	Thorndike's three laws in relation to learning as effect, exercise and readiness and their application to practical situations.

Subject content	What students need to learn
	3.3.3 Fitts and Posner's three stages of learning (cognitive, associative and autonomous). The characteristics and coaching requirements at each stage. The type and role of different types of feedback at each stage.
3.4 Practices	3.4.1 Knowledge and understanding of practice methods and structure as a coach and for a performer and their impact on performance.
	3.4.2 Practice methods as part, progressive part, whole, whole-part-whole. Practice structure as in massed, distributed, fixed and variable.
3.5 Guidance	3.5.1 The types, purpose and effectiveness of guidance methods: visual, verbal, manual and mechanical. Visual guidance in the form of demonstration and visual materials. Verbal guidance in the form of knowledge of direct, indirect and prompting. Manual and mechanical guidance in the form of physical support and aids, restrictions and forced responses.
	3.5.2 Uses of technology to underpin guidance methods in order to optimise performance, e.g. to measure, monitor and evaluate performance.
3.6 Feedback	3.6.1 The types, purposes and effectiveness of feedback as motivation, reinforcement and detection and correction of errors.
	3.6.2 Types of feedback as in positive/negative, knowledge of performance, knowledge of results, concurrent/terminal, intrinsic/extrinsic.
	3.6.3 Uses of technology to support types of feedback in order to optimise performance.
	3.6.4 Open and closed loop control Open loop models to include input, executive system, effector system and output. Closed loop control models – input, executive system, effector system, output and feedback. Application of when each loop could be used.

Subject content	What students need to learn
3.7 Memory models	**3.7.1 Information processing** **Components of information processing, including: input, stimulus identification, perception and selective attention, response selection, response programming, output – based on the models of Welford and Whiting.** **Detection, comparison and recognition (DCR) phases.**
	3.7.2 The three memory systems as short-term sensory store (STSS), short-term memory (STM) and long-term memory (LTM).
	3.7.3 STM and STSS: capacity, duration, encoding, chunking, selective attention.
	3.7.4 LTM: capacity, duration, encoding, recall, multi-store memory.
	3.7.5 Link between STSS, STM and LTM in terms of retrieval and rehearsal and how this affects output.
	3.7.6 Measuring reaction and response times using appropriate technology. **Hick's Law, simple/choice reaction time.** **Plotting, interpreting and analysing data generated from reaction and response times.** **Psychological refractory period.** **Implications to a coach and performer in optimising performance.**
	3.7.7 Understanding that schema theory is an organised package of information stored in LTM that updates and modifies motor programmes. **Recall schema as in information about producing the movement.** **Recognition schema as in judging the movement.** **Schemas based on knowledge of the initial conditions, response specifications, sensory consequences and movement outcomes.** **Implications of schema theory to a coach and performer in optimising performance.**

Topic 4: Sport psychology

Overview

Students will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams. Students will understand the different psychological views, theories and perspectives, as indicated in the specification, and be able to apply this understanding by way of explanation to behaviours that ultimately affect sporting performance. Central to this topic will be the ongoing debate offering explanations between either nature or nurture or the interaction of both.

Students will look at the theories and then apply the different interpretation of each to the different situations and scenarios identified. They will be able to demonstrate both support for, and challenge to, a given theory or perspective and provide sporting examples to support this view.

Content

Subject content	What students need to learn
4.1 Factors that can influence an individual in physical activities	4.1.1 Knowledge and understanding of different personality theories and their application to different sporting situations. Personality theories Trait (Innate) theory – introvert/extrovert, neurotic/stable (Eysenck, Cattell's 16 Personality Factors) Interactionist theory Behaviour = function (personality, environment) Hollander's and Martens personality structure.
	4.1.2 Wood's Triadic Model: ideas/cognitions, emotions/effects and actions/behaviour. Understanding how attitudes are formed and shape behaviour. Changing attitudes: negative to positive – create 'cognitive dissonance' – Festinger.
	4.1.3 Arousal and its effect on performance. Positive/negative effects, under-/over-arousal, introverts/extroverts. Arousal and achieving optimal levels for performance – task differences, e.g. simple/gross skills, situational factors, stage of learning and personalities – Inverted-U hypothesis, Hull's Drive Theory. Catastrophe Theory.

Subject content	What students need to learn
	4.1.4 Anxiety and its effect on performance. The three dimensions of anxiety: cognitive, somatic and behavioural. Types of anxiety, state and trait anxiety. The effects of anxiety of performance: over arousal, choking and catastrophe theory. Relationship between arousal and anxiety. Stress and stressors leading to anxiety – physiological, psychological, behavioural symptoms. Cognitive/Somatic strategies: mental practice/rehearsal, use of visualisation and imagery, 'self talk', pre-game routines, relaxation techniques, centring, thought stopping, PMR (Progressive Muscle Relaxation).
	4.1.5 Aggression v. Assertion Knowledge and understanding, in relation to the player, coach and spectator, of aggression and assertion and the difference between the two. Theories Instinct (Lorenz), Social Learning (Bandura), Aggressive-Cue Hypotheses (Berkowitz) and Frustration-Aggression Hypothesis (Dollard). Types of aggression: hostile, channelled, reactive and instrumental. Causes of aggression, e.g. over-arousal, under developed moral reasoning, bracketed morality, and application to specific sporting situations. Strategies to reduce aggression/aggressive play.
	4.1.6 Knowledge and understanding of motivation Types of motivation – self-motivation characteristics, positive, negative, intrinsic and extrinsic; link to rewards – internal/external, tangible/intangible. Theories of motivation Achievement Motivation Theory (Atkinson and McClelland). NAF (Need to Avoid Failure) and NACH (Need to Achieve). Characteristics of each and how they may be reflected in the same individual but in different circumstances and/or times. An application of these theories to optimise performance. Factors that influence behaviour: situation, personality, motivation and expectation. Use of goal setting to develop and enhance motivation.

Subject content	What students need to learn
	4.1.7 Definition, knowledge and understanding of social facilitation, including social inhibition. The positive and negative effects on a performer. The role of and effect of 'others' – passive (audience/co-actors) – interactive others (competitors/spectators). The effects of social facilitation on a novice to a highly skilled performer, the dominant response and the link to arousal (Drive theory and Inverted-U). Causes of and the and effects of Evaluation Apprehension (Zajonc and Cottrell). External influences, e.g. significant others, homefield advantage, distraction effect, proximity effect, and their impact on performance. Strategies to combat social inhibition.
4.2 Dynamics of a group/team and how they can influence the performance of an individual and/or team.	4.2.1 Knowledge and understanding of the characteristics of a successful and cohesive group/team. Understanding that group cohesion is based on a combination of task or social cohesion. Theories Carron: the four factors that affect formation and development of a cohesive group/team – environmental, personal, leadership and team factors. Steiner: actual productivity = group productivity – losses due to faulty processes Group dynamics and how they can influence the performance of an individual and/or team. Social loafing: causes and factors that contribute to minimising its effect. Coordination/cooperation factors: Ringlemann Effect Strategies to develop group cohesion.
4.3 Goal setting	4.3.1 Knowledge and understanding of SMART(ER) targets (specific, measurable, achievable, realistic, time-bound, evaluated and recorded). The importance and relevance of goal setting and the different types used to optimise performance: subjective, objective, outcome/product, performance, process, realistic and aspirational goals; short-, medium- and long-term goals.
4.4 Attribution theory	**4.4.1 A knowledge and understanding of reasons for success and failure in sport.** **Weiner's attribution theory and the four attributions: ability, effort, luck, task difficulty.** **The three main dimensions of attribution: locus of causality, locus of stability and locus of controllability.** **Strategies to allow for attribution retraining.**

Subject content	What students need to learn
4.5 Confidence and self-efficacy	**4.5.1 Knowledge and understanding of self-confidence.** **Knowledge and understanding of Vealey's model of sport-specific confidence, including relevant sporting examples.**
	4.5.2 Self-efficacy **Bandura Self-Efficacy: Explanation and effect of the four factors that build sport-specific self-confidence: past accomplishments, verbal persuasion, emotional arousal and vicarious experiences (modelling).** **Learned helplessness and its impact on performance.**
4.6 Leadership	**4.6.1 Knowledge and understanding of the importance of effective leadership and its impact on performance.** **The different types of leadership styles: autocratic, laissez-faire and democratic, based on the models of Fiedler and Chelladuri.** **Advantages and disadvantages of each leadership style.** **Theories of leadership** **An understanding of how leaders are created: Trait theory (Great Man Theory) vs Social learning, Interactionist theory.**

Topic 5: Sport and society

Overview

Students will understand the dynamic relationship between sport and society. They will understand the parallels between societal changes and sport and will utilise this knowledge and understanding to consider historical and contemporary events and trends and potential future developments.

Students will understand how, as society developed and became increasingly commercial and political, these phenomena were reflected in sport. Students will understand the context of varying ethics, pressures on performers to cheat and consider a range of factors that influence deviance and the response of national and international organisations.

Students will understand the relationship between media and sport and the role of social media.

Content

Subject content	What students need to learn
5.1 The factors leading to the emergence and development of modern day sport	5.1.1 Overview of the emergence and development of modern-day sport. The historical and social context of popular recreations: characteristics of mob activities (peasants) and those for the courtly/aristocracy in pre-industrial Britain – field sports, games and pastimes.
	5.1.2 The effect of the Industrial Revolution on British society and how it was reflected in recreational activities. The impact on recreational activities leading from: industrialisation, urbanisation, education and transport developments.
	5.1.3 The social cultural factors that influenced the development of rational recreation of sport in the post-industrial era. The role played by Thomas Arnold, Muscular Christianity and the cult of athleticism, the development of factory teams; the growth of the sporting press; establishment of the early national governing bodies (NGBs).
	5.1.4 The emergence of competing for corporations rather than geographically-based teams; advantages and disadvantages.
	5.1.5 Equality and diversity in disability sport and for gender, with specific reference to the ParaSport movement and improved opportunities for women in global sport.
	5.1.6 Migration patterns of sporting labour and the impact on domestic competitions and national teams.

Subject content	What students need to learn
5.2 Globalisation of sport	5.2.1 Overview of the concept of the 'globalisation of sport'; definition, features and the impacts on sport and society.
	5.2.2 Colonial diffusion of sport across the British Empire; roles of the Army, Church, Industry and Education. Overview of the further creation and development of international sport.
	5.2.3 The creation, development and impact of national and international governing bodies on sport and society.
	5.2.4 The context and impact of participating at the modern Olympic Games, World Cups, and major international sporting events. Exploration of the issues of bidding for, staging and competing at world events.
5.3 Commercial-isation of sport	**5.3.1 Knowledge and understanding of the commercialisation of sport and its impact on society.**
	5.3.2 An understanding of the concept of commercialisation and commodities. Comparisons between advertising, sponsorship, endorsement and merchandising.
	5.3.3 The historical and social context of commercialisation: broken time payments; spectatorism; developments in the media.
	5.3.4 The events of the 1968, 1972 and the 1976 Olympics and their impact on the 1984 games in Los Angeles. The blueprint for the commercialisation of future sport created by Peter Ueberroth at the 1984 Games.
	5.3.5 Franchises in sport (USA and UK), the concept of the 'golden triangle'. Sports stars as global stars. The Americanisation of sport. The concept of competitive sports fixtures and events being played on other continents. For example, NFL, NBA, Tour de France.
5.4 Ethics and deviance in sport	**5.4.1 Knowledge and understanding of ethics and deviance in sport. The pressures on sports performers and spectators to behave in a deviant way.**
	5.4.2 The impact of commercialisation on the sportsmanship ethic and the growth of gamesmanship in the UK.
	5.4.3 Deviance in sport: use of performance enhancing drugs, (early conception of drug use up to the modern day); blood doping and transfusions; diuretics and pain relief; simulation; bribery; 'bungs'; match fixing, betting syndicates and other contemporary forms of deviance.
	5.4.4 Different responses of national and international governing bodies, governments and the law to combat deviance in sport, including the utilisation of technology.
	5.4.5 The role of the World Anti-doping Agency (WADA) in combating the use of performance enhancing drugs.

Subject content	What students need to learn
5.5 The relationship between sport and the media	**5.5.1 Knowledge and understanding of the two-way relationship between sport and the media. The development of media coverage from print to televised events and its role in sport. Reasons for the growth of live media/social media coverage and its implications for performers, supporters and the sport.**
	5.5.2 The impact of technology on the viewing experience. **The advantages and disadvantages of the development of specific sports media packages and the growth of 'pay per view'.**
5.6 Development routes from talent identification through to elite performance	**5.6.1 Knowledge and understanding of UK talent identification and development: novice to elite performer. The historical influences on UK provisions – East Germany and Australia.**
5.7 Participation and health of the nation	5.7.1 Knowledge and understanding of barriers to participation, the benefits of mass participation and the impact of wearable technology on participation.
	5.7.2 Concept of mass participation and initiatives/programmes to promote community participation in the UK.
	5.7.3 Participation trends in the UK in the 21st century.

Assessment information

- First assessment: May/June 2018.
- The assessment is 2 hours.
- The assessment comprises two sections: Section A – Skill acquisition and sport psychology and Section B – Sport and society.
- The assessment is out of 100 marks.
- Students must answer all questions.
- The assessment consists of short-answer, long-answer and extended-answer questions.
- Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 8: Calculators*.

Sample assessment materials

A sample paper and mark scheme for this component can be found in the *Pearson Edexcel Level 3 Advanced GCE in Physical Education* Sample Assessment Materials (SAMs) document.

Component 3: Practical performance

Content

Students will be required to perform in one physical activity, in the role of either player/performer or coach. They will be required to demonstrate their skills while under pressure, in conditioned practice and a formal/competitive situation. Students must choose and perform one physical activity from the set list on pages 26 and 27.

Students should be taught to make relevant and appropriate links between their learning in Components 1 and 2 and use this to benefit their performances in the physical activities.

Students are required to demonstrate their ability to:

- perform a range of skills and techniques in physical activity
- make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity
- apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance.

General performance skills

Students should be aware of and apply appropriate and relevant physical attributes and psychological elements to the demands of their chosen activities.

Students must demonstrate appropriate levels of fitness in order to perform adequately.

Students must be aware of and apply appropriate and relevant rules/laws of the activity that they are performing. Students must perform their chosen activities safely. If they do not, then the teacher must intervene.

Physical activity list

The list below contains the permitted physical activities that students must select from. This list has been set by the Department for Education. Any changes or additions to the activities will in the first instance be indicated on our website. The rules in the right hand column provide further clarification as to the scope of a physical activity.

Physical activity	Rules
Acrobatic gymnastics*	
Amateur boxing	
Association football	Cannot be five-a-side.
Athletics	Can be assessed in one event from the disciplines of either Track or Field (including 5K and 10K track* and cross country*). Race walking is not a permitted Athletics event.
Badminton	
Basketball	Cannot be 'street basketball'.
BMX cycling*	Racing only, not tricks.
Camogie	
Canoeing	
Cricket	
Cycling	Track or road cycling.
Dance	Acceptable dances include: ballet, ballroom, contemporary/modern, cultural (includes hip-hop, Irish, Indian, jazz, Latin), folk and street.
Diving	Platform diving.
Equestrian	Can be assessed in either show jumping, cross country or dressage.
Field hockey	
Figure skating*	Men's and ladies' singles or team.
Futsal*	
Gaelic football	
Golf	
Gymnastics	Floor routines and apparatus.
Handball	
Hurling	
Ice hockey*	
Inline Roller hockey*	
Kayaking	
Lacrosse	
Netball	
Rock climbing	Can be indoor or outdoor.

Physical activity	Rules
Rowing	
Rugby league	Cannot be tag rugby.
Rugby union	Can be assessed as sevens or fifteen a side. Cannot be tag rugby.
Sailing*	Crew-based events or single-handed dinghy. Royal Yachting Association recognised sailing-boat classes only. Students must perform as helmsman.
Sculling	Team* or singles.
Skiing	Outdoor/indoor on snow. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Must not be on dry slopes.
Squash	
Swimming	Not synchronised swimming.
Table tennis	
Tennis	
Trampolining	
Triathlon*	Sprint only.
Volleyball	
Water polo*	
Windsurfing*	
Specialist physical activity**	**Rules**
Blind cricket	
Boccia	
Goalball	
Powerchair football	
Polybat	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

* These activities are available for first teaching from September 2020 and first certification from Summer 2022.

** The specialist activities are available only to those students with a physical disability, and in line with entry criteria set out by that activity's National Governing Body. If a student is classified as eligible, then they should be assessed in the classification based on the relevant activity's National Governing Body classification criteria.

Assessment information

- First assessment: May/June 2018.
- It is recommended that the minimum duration for the student activity is approximately 54 hours, combining preparation and the assessed performance.
- The assessment is out of 40 marks.
- Marks must be submitted at the end of the course.
- The assessment will be internally marked by the centre and externally moderated by Pearson.
- The assessment consists of students completing one physical activity from the set list on pages 26–27 of this specification.
- Students can be assessed in either the role of player/performer or coach.
- As a player/performer, students will be assessed against set assessment criteria which can be found in the *Practical Performance Assessment Criteria*. There are separate assessment criteria for each physical activity. Generic assessment criteria are on pages 31–35 of this specification.
- As a coach, students will be assessed against set assessment criteria which can be found on pages 36–41 of this specification and in the *Practical Performance Assessment Criteria*.
- Centres must ensure that marks for each performance submitted are valid for the series in which they are submitted.
- The activities with a single asterisk in the set list of physical activities on pages 26–27 of this specification are available for first teaching from September 2020 and first certification from Summer 2022.

Practical performance setting

Students should choose their physical activity with the support and advice of their teacher.

Assessing the physical activities

Teachers must design physical activities to enable all students to demonstrate their skills and techniques in order to meet the assessment criteria. Formal/competitive activities are defined as, for example and where appropriate, performances in a full-sided game and performances in front of an audience/judges. If students are participating in a team game then a full-sided game must be demonstrated in the assessment of the activity. Where it becomes apparent to the teacher assessing that students are not being given the opportunity to demonstrate their full range of skills during a formal/competitive game situation, the teacher may intervene to create an opportunity for a conditioned practice (for example by permitting defenders to switch sides) to allow students to demonstrate their appropriate skills. This condition applies predominately to team game activities (such as football, rugby union, rugby league, hockey, lacrosse, basketball, camogie, hurling, handball, netball, volleyball) but may also apply to other activities where necessary.

It is recommended that the minimum duration for the student activity is approximately 54 hours, combining preparation and the assessed performance.

The ideal model would be for this time to be a block, with one activity being followed, leading up to the assessed performance. Acceptable alternatives include intensive teaching programmes. The duration of assessed performances in each physical activity should be based on appropriate timings to allow students to demonstrate the requirements of a player/performer or coach in the selected physical activity. For example, the duration of competitive situations will differ for each selected physical activity.

Formal assessment of the physical activity may take place at any point during the course.

Practical performance preparation

Teaching and learning

To help students choose a physical activity, teachers should cover the following key points:

- the role of the player/performer or coach in their chosen physical activity
- how they can develop the skills, techniques and attributes to perform successfully in their chosen physical activity
- the rules and laws of their chosen physical activity.

Resources

Students should have access to a range of resources/equipment to enable them to meet the practical demands of their chosen physical activity. Resources and equipment used should follow governing body guidelines/rules, for example ESAA (English Schools Athletics Association) rules for athletics events.

Practical performance taking

Students must choose and perform one physical activity from the set list in the role of player/performer or coach.

Authenticity and Collaboration

Students and teachers must sign the *Practical performance authentication sheet*, please see *Appendix 1*. This is to ensure that the practical performance is the student's own work.

Feedback

Teacher support is a permitted, and important, part of the preparation for the assessed practical performance. Teachers can help students to understand rules/laws of the activities and the assessment criteria. However, feedback is not permitted in the assessed practical performance, unless it is required for health and safety reasons, for example to reduce the risk of injury. During the assessed practical performance teachers are not allowed to coach their students. Any additional feedback must be recorded on the *Practical performance authentication sheet*, please see *Appendix 1*.

Time control

It is suggested that the minimum duration for each student activity is approximately 54 hours, combining preparation and the assessed performance.

The duration of assessed performances in each activity should be based on an appropriate time to allow students to demonstrate the requirements of a player/performer in the selected physical activity, for example the duration of competitive situations will differ for each selected physical activity.

Formal assessments of activities may take place at any point during the course.

Safety

All activities submitted will need to comply with all the appropriate recommendations related to the safety of students as recognised by the Association for Physical Education in their publication, *Safe Practice in Physical Education & School Sport 2012*.

Practical performance marking, standardisation and moderation

Teachers should mark the practical performances of students in the role of player/performer using the assessment criteria in the *Practical performance assessment criteria*. There are separate assessment criteria for each physical activity. These document is found on the Pearson website. Generic assessment criteria can be found on pages 31–35 of this specification.

Teachers should mark the practical performances of students in the role of coach using the assessment criteria on pages 36–41 of this specification. These assessment criteria can also be found in the *Practical performance assessment criteria.*

Teachers should include any comments on the *Practical performance authentication sheet* in *Appendix 1* to justify the marks awarded.

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will include a review of marking to ensure that the rules have been correctly applied by centres. Pearson/moderators, in consultation with the centre, will select a representative sample of students of different abilities, and in a range of activities, and taking cohort size into account. For activities that cannot be assessed live on moderation day, centres must video record the evidence of the assessment. This evidence will be used to support the marks awarded and must be provided if requested by Pearson for moderation purposes.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate for this.

For further information please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk. The assessment of this qualification must comply with these instructions.

Videoing practical performances on moderation day

Centres must video the students in the sample on moderation day. This is to support an EAR, if requested. Centres that do not record on moderation day cannot request an EAR. Please see *Appendix 5: Recording practical performances,* pages 82–86 for full advice and guidance. Centres must submit to Pearson the video evidence collected on moderation day.

Practical performance generic assessment criteria: player/performer

The following is generic assessment criteria, explaining the standard expected at each level for a player/performer.

The assessment criteria for each specific physical activity can be found on our website in the *Pearson Edexcel Level 3 Advanced GCE in Physical Education Practical performance assessment criteria*. The criteria should be used to mark each student's performance.

Skills/Content

Students will be assessed on the quality of appropriate skills, techniques and decision making processes under pressure, to meet the challenges of conditioned practice and a formal/competitive situation.

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	**(1–4 marks)** Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level. • Basic influence on performance and motivation of self and others. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgements. • Attempts to adapt to changes in a competitive situation to dominate opponents but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	**(9–12 marks)** Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level. • Competent influence on performance and motivation of self and others. • Tactical changes are sometimes effectively applied in response to the opposition's actions but with misjudgements. • Attempts to adapt to changes in a competitive situation to dominate opponents with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	**(17–20 marks)** Performance meets all requirements of this level. **(21–24 marks)** Performance meets all requirements of this level and may sometimes exceed expectations.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level. • Good influence on performance and motivation of self and others. • Tactical changes are effective in response to the opposition's actions but with minor misjudgements. • Adapts effectively to changes in a competitive situation to dominate opponents with a good level of success.

Level	Marks	Guidance	Description
4	25–32	**(25–28 marks)** Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level. • Very good influence on performance and motivation of self and others. • Applies tactical changes effectively in response to the opposition's actions with few, if any, misjudgements. • Adapts effectively to changes in a competitive situation to dominate opponents with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	**(33–36 marks)** Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level. • Outstanding influence on performance and motivation of self and others. • Applies tactical changes highly effectively in response to the opposition's actions without misjudgements. • Adapts highly effectively to changes in a competitive situation to dominate opponents with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Where it becomes apparent to the assessor that students are not being given the opportunity to demonstrate their full range of skills during a game situation, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) to allow students to demonstrate their appropriate skills. This is to guarantee that all students have the opportunity to demonstrate their skills and decision making because in a competitive game, for example football, it may be that a defender never gets to touch the ball through no fault of their own but because of how the game has evolved. Therefore, giving the player/performer the opportunity to demonstrate appropriate skills in a formal/competitive situation is necessary so that relevant and legitimate marks may be awarded.

Practical performance assessment criteria: coach

The following is assessment criteria for the coach. It can be applied to the assessment of the coach in all of the physical activities in the set list.

Skills/Content

Students will be assessed on their ability to coach effectively through the planning, organisation and delivery of coaching sessions to an individual, group or team while under observation in conditioned practice and a formal/competitive situation:

- **judgement of the authority shown by the coach**
- **sport/activity specific knowledge (of laws, techniques, safeguarding and regulations)**
- **strategy/planning/aim**
- **organisation (logistics, planning, health and safety, risk management)**
- **motivation/inspiration/empathy with individual, group or team**
- **performance of coaching in a formal/competitive situation – ability to communicate, adapt, and refine – their coaching style and strategies to meet their aim(s)**
- **analysis and evaluation – feedback and guidance before, during and after the formal/competitive situation, reflecting potential changes in strategy**
- **use of appropriate physical characteristics/attributes to benefit their own performance**
- **demonstrate psychological control (e.g. anxiety, arousal, aggression).**

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	**(1–4 marks)** Performance meets all requirements of this level. **(5–8 marks)** Performance meets all requirements of this level and may sometimes exceed expectations.	The coach has demonstrated little authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Inappropriate and little organisation, with no clear or relevant aim(s), failing to utilise SMART(ER) principles, with inappropriate coaching not relevant to the skill, abilities and fitness of the individual, group or team. • Unclear and convoluted coaching delivery, reflecting a lack of sport/activity-specific knowledge. • Ineffective adaptations of communication and coaching style, reflecting a lack of empathy in meeting the needs of the individual, group or team through the use of voice, gesture and/or demonstration. • Responding poorly and inappropriately to changing formal/competitive situation and/or external conditions. • The feedback and guidance (based on poor quality interpretation of performance data and/or observation) when given is inaccurate, lacks support for and not targeted to needs of the individual, group or team. • Self-reflection demonstrates limited consideration of the areas for personal improvement as a coach.

Level	Marks	Guidance	Description
2	9–16	**(9–12 marks)** Performance meets all requirements of this level.	The coach has demonstrated limited authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Some evidence of appropriate and structured organisation, with a defined aim(s), a limited use of SMART(ER) principles, with emerging coaching relevant to the skill, abilities and fitness of an individual, group or team. • The level of coaching delivery, reflects some simplistic sport/activity-specific knowledge. • Adaptations of communication and coaching structure/methods support in part with emerging empathy the needs of the individual, group or team seen through the occasional appropriate use of voice, gesture and/or demonstration, responding with occasional flexibility and corrections to a changing formal/competitive situation and/or external conditions. • Attempts to respond to changing formal/competitive situation and/or external conditions with limited success. • The feedback and guidance is mainly uninformative (based on a simplistic interpretation of performance data and/or observation) and when given only occasionally meets the needs of the individual, group or team. • Self-reflection demonstrates some relevant insight when considering of the areas for personal improvement as a coach.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	**(17–20 marks)** Performance meets all requirements of this level.	The coach has demonstrated an emerging level of authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Invariably appropriate and structured organisation, with a defined aim(s), based in part on the full use of SMART(ER) principles, with observations of appropriate coaching relevant to the skill, abilities and fitness of the individual, group or team. • Reliable quality coaching delivery, reflecting a developing sport/activity-specific knowledge. • Increasing and more effective adaptations of communication and coaching style, showing appropriate empathy to meet the needs of the individual, group or team seen through the developing use of voice, gesture and/or demonstration. • Responses show signs of flexibility to the changing formal/competitive situation and/or external conditions. • The feedback and guidance (based on some accurate interpretation of performance data and/or observation) when given can be relevant and targeted to needs of the individual, group or team. • Self-reflection demonstrates a more secure insight into the areas for personal improvement as a coach.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	**(25–28 marks)** Performance meets all requirements of this level. **(29–32 marks)** Performance meets all requirements of this level and may sometimes exceed expectations.	The coach has demonstrated a secure level of authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Appropriate and structured organisation, with a defined aim(s), effectively using SMART(ER) principles, with appropriate coaching relevant to the skill, abilities and fitness of the individual, group or team, with occasional errors. • Sessions reflect clear, concise, and increasingly effective coaching delivery, reflecting a more detailed range of sport/activity-specific knowledge and an invariable ability to manage the coaching environment. • Evidence of effective adaptations of communication and coaching style, showing appropriate empathy to meet the needs of the individual, group or team, with few, if any, errors in the use of voice, gesture, and/or demonstration. • Responses to changing formal/competitive situation and/or external conditions are flexible and correct with only minor misjudgements. • The feedback and guidance (based on accurate interpretation of performance data and/or observation) given is accurate, relevant and targeted to needs of the individual, group or team, with only few minor misjudgements, and the use of coaching aids, e.g. video, may be employed. • Self-reflection demonstrates informative considerations of the areas for personal improvement as a coach.

Level	Marks	Guidance	Description
5	33–40	**(33–36 marks)** Performance meets all requirements of this level.	The coach has demonstrated an assured level authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Appropriate and structured organisation, with a clearly defined aim(s), fully utilising SMART(ER) principles, with appropriate coaching relevant to the skill, abilities and fitness of the individual, group or team. • Clear, concise, and effective coaching delivery, reflecting a thorough sport/activity-specific knowledge and a mature ability to manage the coaching environment. • Effective and enhancing adaptations of communication and coaching style, showing appropriate empathy to meet the needs of the individual, group or team seen through the effective use of voice, gesture and/or demonstration. • Responding flexibly and correctly to changing formal/competitive situation and/or external conditions. • The feedback and guidance (based on accurate interpretation of performance data and/or observation) given is insightful, relevant and targeted to needs of the individual, group or team, and the use of coaching aids, e.g. video, may be employed. • Self-reflection demonstrates critical and insightful considerations of the areas for personal improvement as a coach.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Component 4: Performance Analysis and Performance Development Programme

In Component 4 students must complete a Performance Analysis and then, based on the results of the analysis, produce a Performance Development Programme (PDP). Full details are outlined on the following pages.

Performance Analysis

Overview

In the Performance Analysis, in either the role of player/performer or coach, students will investigate two components of a physical activity (one physiological component **and either** a technical **or** a tactical component) in order to analyse and evaluate the effectiveness of their own performance. Students will demonstrate knowledge and understanding of performance analysis in order to produce an evaluation to demonstrate strengths and weaknesses and areas for development of a performance.

Content

- The Performance Analysis is designed to engage the student in an independent study of their chosen physical activity.
- Students must choose the same physical activity for both the physiological component **and either** the technical **or** tactical component.
- It is recommended that students carry out their Performance Analysis and PDP in the same role and physical activity as undertaken for Component 3: Practical performance.
- Students are required to analyse quantitative and qualitative data to support their conclusions.
- It is recommended that students choose a tactical or technical skill from the list in *Appendix 4.* The list is offered a guide for students but they are permitted to choose a skill from outside the list.

The following table outlines what is required from students in the role of player/performer or coach for the physiological, technical and tactical components of a physical activity.

Physiological component (compulsory)	
Player/performer	**Coach**
The student will: • consider all the components of fitness required for their performance in their chosen physical activity in order to justify the three most important components of fitness • select a fitness test for each of the three identified components of fitness and analyse the validity and reliability of the selected fitness tests • perform the selected fitness tests and use the quantitative data generated in the tests to identify the strengths and areas for development of each of the three components of fitness • analyse the fitness test results and explain the priorities for training in the future in order to enhance performance.	**The student will:** • consider all the components of fitness required for either an individual or group in their chosen physical activity in order to justify the three most important components of fitness • select a fitness test for each of the three identified components of fitness and analyse the validity and reliability of the selected fitness tests • supervise the selected fitness tests on either an individual or group. Use the quantitative data generated in the tests to identify the strengths and areas for development of each of the three components of fitness • analyse the fitness test results and explain and justify the priorities for training in the future in order to enhance performance.

Technical component	
Player/performer	**Coach**
The student will: • using qualitative data, analyse the three phases (preparation, execution, recovery) and the result in one identified core skill for both themselves ***and*** by comparison with a higher- level performer • identify strengths and weaknesses and justify the key area(s) for development on the basis of the analysis undertaken.	**The student will:** • using qualitative data, analyse one core element of coaching for both themselves **and** by comparison with a higher-level coach. The core elements of coaching are: o types of practice o communication (verbal/non-verbal) o coaching styles o guidance and feedback o planning and organisation • identify strengths and weaknesses and justify the key area(s) for development on the basis of the analysis undertaken.

Tactical component	
Player/performer	**Coach**
The student will: • using qualitative and/or quantitative data analyse one tactic and its application • analyse how and why the tactic can be adapted to changing circumstances in a competitive or formal performance.	**The student will:** • using qualitative and/or quantitative data analyse one tactic and its application • analyse how and why the tactic can be adapted to changing circumstances in a competitive or formal performance.

Definitions of key terms

The following definitions explain the meanings of the key terms which are used in the Performance Analysis:

- **physical activity** refers to any of the Department for Education's approved sports or physical activities
- a **player/performer** will participate in a physical activity approved by the Department for Education
- a **coach** is responsible for leading an individual, group or team in one physical activity with the aim of optimising the coach's performance. The focus of this work is on the role of the coach and the quality of knowledge and understanding to coach; **not** the improvement of those being coached
- **components of a physical activity**
  - **physiological components** are those aspects of performance linked to the body's response to exercise and adaptations to training
  - **technical components** are the specific sequence of sub-routines to be mastered to achieve success in the performance of the identified skill
  - **tactical components** are plans devised and implemented in order to gain an advantage in a competitive or formal situation
- **skills** are organised movement patterns requiring body control, rhythm and timing, motor production and co-ordination
- a **peer** is someone of the same age (within +/- one school year to take account of biological maturity) in the activity identified.

Performance Development Programme

Overview

The Performance Development Programme (PDP) is designed to lead on from the student's Performance Analysis. The purpose of the PDP is to optimise the student's performance in the role of a player/performer or coach.

Player/performer

As a player/performer, students will identify one of the two components of a physical activity they worked on in their Performance Analysis (physiological, technical or tactical). They will then plan, perform and record their performance in this component of the physical activity over 8–10 weeks. They will apply appropriate principles and methods of training and SMART(ER) targets to a plan designed to optimise performance. They will then critically evaluate the outcomes of their programme against its original aims.

Coach

As a coach, students will identify one of the two components of a physical activity they worked on in their Performance Analysis (physiological, technical or tactical). They will then plan, perform and record their coaching performance in this component of the physical activity, with the involvement of the individual or group they are coaching, over 8–10 weeks. Through the delivery of a coaching programme the student will demonstrate enhanced knowledge and application of coaching principles and theory. They will then critically evaluate the outcomes of their programme against its original aims.

Content

Planning	
Player/performer	**Coach**
The student will select one component of performance, (physiological, technical or tactical), and based on the outcomes of the Performance Analysis, outline an appropriate training programme that includes: • SMART(ER) targets • principles and methods of training • the selection of appropriate test(s) to monitor progress.	The student will select one component of coaching, (physiological, technical or tactical) and based on the outcomes of the Performance Analysis, outline an appropriate coaching programme for their individual/group/team that includes: • SMART(ER) targets • application of the principles and methods of coaching • the selection of appropriate methods to monitor their own coaching progress.

Performing and recording	
Player/performer	**Coach**
The student will undertake the training programme as planned and document a record of every training session undertaken throughout the development. The student may gather as much evidence as appropriate to the needs of the review and evaluation. A template is provided but evidence may also be recorded in other formats.	The student will lead their individual/group/team through a coaching programme as planned and document a record of every training session undertaken throughout the development. The student may gather as much evidence as appropriate to the needs of the review and evaluation. A template is provided but evidence may also be recorded in other formats.

Review and evaluation	
Player/performer	**Coach**
The student will produce a critical evaluation of their personal development based on: • an evaluation of the effectiveness of the training programme based on evidence gathered and supported by qualitative and quantitative data • suggestions for future development.	The student will produce a critical evaluation of their personal development as a coach based on: • an evaluation of the effectiveness of the coaching programme based on evidence gathered and supported by qualitative and quantitative data • suggestions for future development.

Definitions of key terms

The following definitions explain the meanings of the key terms which are used in the Performance Development Programme:

- **physical activity** refers to any of the Department for Education's approved sports or physical activities
- a **player/performer** will participate in a physical activity approved by the Department for Education
- a **coach** is responsible for leading an individual, group or team in one physical activity with the aim of optimising the coach's performance. The focus of this work is on the role of the coach and the quality of knowledge and understanding to coach; **not** the improvement of those being coached
- **Components of a physical activity**
  - **physiological components** are those aspects of performance linked to the body's response to exercise and adaptations to training
  - **technical components** are the specific sequence of sub-routines to be mastered to achieve success in the performance of the identified skill
  - **tactical components** are plans devised and implemented in order to gain an advantage in a competitive or formal situation
- **skills** are organised movement patterns requiring body control, rhythm and timing, motor production and co-ordination
- a **peer** is someone of the same age (within +/- one school year to take account of biological maturity) in the activity identified
- the **programme** is concerned with identifying the training necessary to achieve aims and objectives linked to further improving performance

- the **recording** will be a written account to provide evidence of the training undertake
- the **review and evaluation** requires the student to critically assess the extent to which the stated aims have been achieved.

Assessment information

- First assessment: May/June 2018.
- Carrying out and producing the Performance Analysis and PDP may take place over multiple sessions, up to a combined duration of 54 hours.
- The assessment will be internally marked by the centre and externally moderated.
- The assessment consists of 40 marks.
- Marks must be submitted at the end of the course prior to moderation.
- The assessment consists of students producing a Performance Analysis and then developing a Performance Development Programme.
- Students can be assessed in either the role of player/performer or coach.
- As a player/performer and coach students will be assessed against set assessment criteria which can be found on pages 50–59 of this specification. There are separate assessment criteria for the Performance Analysis and the Performance Development Programme.

Students are assessed only on their analysis and evaluation of the Performance Analysis and PDP. They are not assessed on whether or not any improvement occurs in their performance.

Performance Analysis and PDP setting

It is recommended that students carry out their Performance Analysis and PDP in the same role and physical activity as undertaken for Component 3: Practical performance, to give them the opportunity to develop breadth and depth of knowledge and understanding in their chosen activity. They should choose their physical activity and their Performance Analysis and PDP with the support and advice of their teacher.

Performance Analysis and PDP preparation

Teaching and learning

To help students prepare for the Performance Analysis and PDP teachers should cover the following key points:

- aim and planning analysis
- carrying out and monitoring their Performance Analysis and PDP
- evaluation of data and the programme.

Feedback

Teachers may help students to understand rubrics and assessment criteria. Teachers must not provide students with solutions. Any additional feedback must be recorded on the *Performance Analysis and Performance Development Programme authentication sheet*, please see *Appendix 2.*

Resources

Students must have equal access to IT resources. Students should have access to a range of resources and equipment to enable them to fulfil the requirements of their Performance Analysis and PDP.

Performance Analysis and PDP writing

Students will be required to submit their Performance Analysis and PDP in one of two formats: electronically or hard copy.

Hard copy can be handwritten or word-processed text.

Word count

Performance Analysis and PDP: maximum 3500 words.

Students should be advised that if they exceed the word count it is likely that they will not be able to satisfy the requirement of producing of a concise and coherently structured Performance Analysis and PDP.

The use of Physical Activity Readiness Questionnaires (PARQs), graphs, charts, tables, and diagrams/flow charts do not count towards the word count. The bibliography does not count towards the word count.

Training record

Training record forms for each training session (or appropriate alternative evidence) must be submitted.

Additional instructions

Where students are unable to undertake the Performance Analysis and PDP because of injury or illness they may undertake the whole of Component 4 based on the performance of a peer or complete the whole of Component 4 in a different role and/or activity.

Authenticity

Students and teachers must sign the *Performance Analysis and Performance Development Programme authentication sheet*, please see *Appendix 2*. This is to ensure that the work is the student's own.

Collaboration

Teachers and centres must be satisfied that the work is the student's own and should sign the *Performance Analysis and Performance Development Programme authentication sheet* to this effect. The work of the individual student may be informed by working with others but students must provide an individual response.

Time control

It is recommended that the duration for the Performance Analysis and PDP is 54 guided-learning hours, combining preparation and the final piece of written work.

Allocation of student time for each section of the Performance Analysis and PDP should be taken into consideration. For example, students might require more time to produce their analysis of the physiological component than they need for their review and evaluation.

Feedback

Teachers can help students to understand rubrics and assessment criteria. Teachers must not provide students with solutions. Any additional feedback must be recorded on the *Performance Analysis and Performance Development Programme authentication sheet*, please see *Appendix 2.*

Resources

Students must have equal access to IT resources. Students should have access to a range of resources and equipment to enable them to fulfil the requirements of their Performance Analysis and PDP.

Storing students' work

Where students are completing their Performance Analysis and PDP over a number of sessions, at the end of each session their work must be saved and kept securely.

Marking, standardisation and moderation

Teachers should mark the assignment using the assessment criteria on the following pages. Teachers may annotate students' work but should also include any comments on the *Performance Analysis and Performance Development Programme authentication sheet* to justify the marks awarded.

Where marking has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will include a review of assignments to ensure that the assignment-setting rules have been correctly applied by centres. Pearson will notify centres of the students whose work has been selected for moderation. This sample will take cohort size into account.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

For further information please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk. The assessment of this qualification must comply with these instructions.

Performance Analysis assessment criteria

Teachers must mark students' work using the assessment criteria on the following pages.

There are separate grids for the roles of player/performer and coach. For both player/performer and coach there are also separate grids for the different components of a physical activity (physiological, technical and tactical).

Performance Analysis: player/performer

Performance Analysis: player/performer Physiological component		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• Justification of the three most important components of fitness selected is weak and they are not relevant to the demands of the activity. • Fitness tests are not selected and performed for each component of fitness and justification for each based upon the validity and reliability of the test is weak. • Interpretation of quantitative data for each component of fitness is incomplete, has errors and demonstrates a weak level of understanding. • Priorities for training and future development are not fully identified and analysis of test results is basic.
2	3–4	• The three most important components of fitness selected are not fully justified and not all are relevant to the demands of the activity. • Fitness tests are selected and performed for each component of fitness but each is only partially justified based on the validity and reliability of the test. • Interpretation of quantitative data for each component of fitness has errors and demonstrates a limited level of understanding. • Identification of priorities for training and future development based on an analysis of test results.
3	5–6	• The three most important components of fitness selected are justified and relevant to the demands of the activity. • Fitness tests are selected and performed for each component of fitness and each is justified based upon the validity and reliability of the test. • Correct interpretation of quantitative data for each component of fitness demonstrates a good level of understanding. • Correct identification of priorities for training and future development based on a good analysis of test results.

Performance Analysis: player/performer Physiological component *continued*		
Level	**Marks**	**Description**
4	7–8	• Selection of the three most important components of fitness are substantially justified and fully relevant to the demands of the activity. • An appropriate fitness test is selected and performed for each component of fitness and each is substantially justified based on the validity and reliability of the test. • Correct interpretation of quantitative data for each component of fitness demonstrates a very good level of understanding. • Correct identification of priorities for training and future development based on very good analysis of test results.
5	9–10	• Selection of the three most important components of fitness are fully justified based on the demands of the activity. • An appropriate fitness test is selected and performed for each component of fitness and each is fully justified based on the validity and reliability of the test. • Correct interpretation of quantitative data for each component of fitness demonstrates a high level of understanding. • Correct identification of priorities for training and future development based on a highly structured analysis of test results.

Performance Analysis: player/performer Technical component		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• An appropriate core skill may not be identified. • Annotated images of the performer may not be used and analysis of the technical detail does not cover each of the three phases and result. • Annotated images may not be used and comparison between the student and a higher-level performer does not cover the three phases and result, demonstrating a basic level of understanding of the core skill. • Qualitative data may not be used to support a weak analysis of the strengths and weaknesses of the core skill. Key areas for development are not identified and justified.
2	3–4	• A core skill is identified. • Annotated images of the performer are used, but analysis of the technical detail for each of the three phases and result is inaccurate and lacks detail. • Annotated images are used, but comparison between the student and a higher-level performer for the three phases and result is inaccurate and lacks detail, demonstrating a limited level of understanding of the core skill. • Some qualitative data is used to support an analysis of the strengths and weaknesses of the core skill. Key areas for development are only partially identified and justified.

Performance Analysis: player/performer Technical component *continued*		
Level	**Marks**	**Description**
3	5–6	• An appropriate core skill is correctly identified. • Annotated images of the performer are used to make an analysis of the technical detail for each of the three phases and result. • Annotated images are used to make a comparison between the student and a higher-level performer for the three phases and result, demonstrating a good level of understanding of the core skill. • Qualitative data supports a good analysis of the strengths and weaknesses of the core skill to identify and justify key areas for development.
4	7–8	• An appropriate core skill is correctly identified. • Appropriately annotated images of the performer are used to make an accurate analysis of the technical detail for each of the three phases and result. • Appropriately annotated images are used to make a comparison between the student and a higher level performer for the three phases and result, demonstrating a very good level of understanding of the core skill. • Qualitative data supports a very good analysis of the strengths and weaknesses of the core skill to identify and fully justify key areas for development.
5	9–10	• An appropriate core skill is correctly identified. • Appropriately annotated images of the performer are used to make an accurate and highly structured analysis of the technical detail for each of the three phases and result. • Appropriately annotated images are used to make a valid comparison between the student and a higher level performer for the three phases and result, demonstrating a high level of understanding of the core skill. • Qualitative data supports a highly structured analysis of the strengths and weaknesses of the core skill to identify and fully justify key areas for development.

Performance Analysis: player/performer Tactical component		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• An appropriate tactic may not be identified. • Annotated images of the tactic may not be used and analysis of the technical detail does not cover each of the three phases and result, demonstrating a weak level of understanding. • Annotated images and diagrams may not be used and analysis of how the tactic can be adapted to changing circumstances is incomplete. • Qualitative and/or quantitative data may not be used to support a weak justification as to why the adapted tactic is selected.
2	3–4	• A tactic is identified. • Annotated images and diagrams are used, but the analysis of the application of the tactic is inaccurate and lacks detail, demonstrating a limited level of understanding. • Annotated images and diagrams are used, but an analysis of how the tactic can be adapted to changing circumstances is inaccurate and lacks detail. • Some qualitative and/or quantitative data supports a justification as to why the adapted tactic is selected.
3	5–6	• An appropriate tactic is correctly identified. • Annotated images and diagrams are used to make an analysis of the application of the tactic, demonstrating a good level of understanding. • Annotated images and diagrams are used to make an analysis of how the tactic can be adapted to changing circumstances. • Qualitative and/or quantitative data supports a good justification as to why adapted tactic is selected.
4	7–8	• An appropriate tactic is correctly identified. • Appropriately annotated images and diagrams are used to make an accurate analysis of the application of the tactic, demonstrating a very good level of understanding. • Appropriately annotated images and diagrams are used to make an accurate analysis of how the tactic can be adapted to changing circumstances. • Appropriate qualitative and/or quantitative data supports a very good justification as to why adapted tactic is selected.
5	9–10	• An appropriate tactic is correctly identified. • Appropriately annotated images and diagrams are used to make an accurate and highly structured analysis of the application of the tactic, demonstrating an advanced level of understanding. • Appropriately annotated images and diagrams are used to make an accurate and highly structured analysis of how the tactic can be adapted to changing circumstances. • Appropriate qualitative and/or quantitative data supports a strong justification as to why the adapted tactic is selected for the individual/group.

Performance Analysis: coach

Performance Analysis: coach Physiological component		
Level	**Marks**	**Description**
	0	No rewardable material
1	1–2	• Justification of the three most important components of fitness selected is weak and they are not relevant to the demands of the activity for the individual/group tested. • Fitness tests are not selected and performed for each component of fitness and justification for each based on the demands of the individual or group is weak. • Interpretation of quantitative data for each component of fitness is incomplete, has errors and demonstrates a weak level of understanding in relation to the individual/group. • Priorities for individual/group training and future development are not fully identified and analysis of test results is basic.
2	3–4	• The three most important components of fitness selected are not fully justified and are not all relevant to the demands of the activity for the individual/group tested. • Fitness tests are selected and performed for each component of fitness but each is only partially justified based on the demands of the individual/group. • Interpretation of quantitative data for each component of fitness has errors and demonstrates a limited level of understanding in relation to the individual/group. • Identification of priorities for training and future development of individual/group based on an analysis of test results.
3	5–6	• The three most important components of fitness selected are justified and relevant to the demands of the activity for the individual/group tested. • Fitness tests are selected and performed for each component of fitness and each is justified based on the demands of the individual/group. • Correct interpretation of quantitative data for each component of fitness demonstrates a good level of understanding in relation to the individual/group. • Correct identification of priorities for training and future development of individual/group based on a good analysis of test results.

Performance Analysis: coach Physiological component *continued*		
Level	**Marks**	**Description**
4	7–8	• Selection of the three most important components of fitness are substantially justified and fully relevant to the demands of the activity for the individual/group tested. • An appropriate fitness test is selected and performed for each component of fitness and each is substantially justified based on the demands of the individual/group. • Correct interpretation of quantitative data for each component of fitness demonstrates a very good level of understanding in relation to the individual/group. • Correct identification of priorities for training and future development of individual/group based on very good analysis of test results.
5	9–10	• Selection of the three most important components of fitness are fully justified based upon the demands of the activity for the individual/group tested. • An appropriate fitness test is selected and performed for each component of fitness and each is fully justified based on the demands of the individual/group. • Correct interpretation of quantitative data for each component of fitness demonstrates a high level of understanding in relation to the individual/group. • Correct identification of priorities for training and future development of individual/group based on a highly structured analysis of test results.

Performance Analysis: coach Technical component		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• An appropriate core element of coaching for the individual/group may not be identified. • Analysis of the core element of coaching is incomplete. • Comparison between the student and a higher-level coach is incomplete, demonstrating a basic level of understanding of the core element of coaching. • Qualitative data may not be used to support a weak analysis of the strengths and weaknesses of the core element of coaching. No key areas for development are identified and justified.
2	3–4	• A core element of coaching for the individual/group is identified. • Analysis of the core element of coaching is inaccurate and lacks detail. • Comparison between the student and a higher-level coach is inaccurate and lacks detail, demonstrating a limited level of understanding of the core element of coaching. • Some qualitative data is used to support an analysis of the strengths and weaknesses of the core element of coaching. Key areas for development are only partially identified and justified.
3	5–6	• An appropriate core element of coaching is correctly identified. • An accurate analysis of the core element of coaching is made but with errors. • Comparison between the student and a higher-level coach is valid, demonstrating a good level of understanding of the core element of coaching. • Qualitative data supports a good analysis of the strengths and weaknesses of the core element of coaching to identify and justify key areas for development.
4	7–8	• An appropriate core element of coaching is correctly identified. • An accurate analysis of the core element of coaching is made. • Comparison between the student and a higher-level coach is detailed and structured, demonstrating a very good level of understanding of the core element of coaching. • Appropriate qualitative data supports a very good analysis of the strengths and weaknesses of the core element of coaching to identify and justify key areas for development.
5	9–10	• An appropriate core element of coaching is correctly identified. • An accurate and highly structured analysis of the core element of coaching is made. • Comparison between the student and a higher-level coach is valid, detailed and structured, demonstrating a high level of understanding of the core element of coaching. • Appropriate qualitative data supports a highly structured analysis of the strengths and weaknesses of the core element of coach to identify and fully justify key areas for development.

Performance Analysis: coach Tactical component		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• An appropriate tactic may not be identified for the individual/group. • Annotated images of the tactic may not be used and analysis of the application of the tactic by the individual/group is incomplete, demonstrating a weak level of understanding. • Analysis of how the tactic can be adapted to changing circumstances by the individual/group is incomplete. • Qualitative and/or quantitative data may not be used to support a weak justification as to why the tactic is adapted for the individual/group.
2	3–4	• A tactic is identified for the individual/group. • Annotated images and diagrams are used, but analysis of the application of the tactic by the individual/group is inaccurate and lacks detail, demonstrating a limited level of understanding. • Analysis of how the tactic can be adapted to changing circumstances by the individual/group is inaccurate and lacks detail. • Some qualitative and/or quantitative data supports a justification as to why the tactic is adapted for the individual/group.
3	5–6	• An appropriate tactic is correctly identified for the individual/group. • Annotated images and diagrams are used to make an analysis of the application of the tactic by the individual/group, demonstrating a good level of understanding. • Annotated images and diagrams are used to make an analysis of how the tactic can be adapted to changing circumstances by the individual/group. • Qualitative and/or quantitative data supports a good justification as to why the tactic is adapted for the individual/group.
4	7–8	• An appropriate tactic is correctly identified for the individual/group. • Appropriately annotated images and diagrams are used to make an accurate analysis of the application of the tactic by the individual/group, demonstrating a very good level of understanding. • Appropriately annotated images and diagrams are used to make an accurate analysis of how the tactic can be adapted to changing circumstances by the individual/group. • Appropriate qualitative and/or quantitative data supports a very good justification as to why the tactic is adapted for the individual/group.
5	9–10	• An appropriate tactic is correctly identified for the individual/group. • Appropriately annotated images and diagrams are used to make an accurate and highly structured analysis of the application of the tactic by the individual/group, demonstrating an advanced level of understanding. • Appropriately annotated images and diagrams are used to make an accurate and highly structured analysis of how the tactic can be adapted to changing circumstances by the individual/group. • Appropriate qualitative and/or quantitative data supports a strong justification as to why the tactic is adapted for the individual/group.

Performance Development Programme assessment criteria

For the Performance Development Programme the assessment criteria for player/performer and coach is combined. There is separate assessment criteria for the *planning* and *review and evaluation* stages of the assessment.

Player/performer and coach

Performance Development Programme: player/performer and coach Planning		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• A component of performance is identified based on the outcomes of the Performance Analysis. • Analysis and justification of SMART(ER) targets as appropriate to the student is incomplete. • Principles and methods of training are applied and used inaccurately. • Selection of test(s) to monitor progress demonstrates a basic level of understanding.
2	3–4	• A component of performance is identified based on the outcomes of the Performance Analysis. • Analysis and justification of SMART(ER) targets as appropriate to the student has some accuracy but is inconsistent and lacks detail. • Principles and methods of training are applied and used with some accuracy but with inconsistencies. • Selection of test(s) to monitor progress demonstrates limited level of understanding.
3	5–6	• An appropriate component of performance is correctly identified based on the outcomes of the Performance Analysis. • Accurate analysis and justification of SMART(ER) targets as appropriate to the student, but with inconsistencies. • Principles and methods of training are applied and used accurately but with inconsistencies. • Selection of appropriate test(s) to monitor progress demonstrates a good level of understanding.
4	7–8	• An appropriate component of performance is correctly identified based on the outcomes of the Performance Analysis. • Accurate analysis and justification of SMART(ER) targets as appropriate to the student. • Correct application and accurate use of the principles and methods of training. • Accurate selection of appropriate test(s) to monitor progress demonstrates a very good level of understanding.
5	9–10	• An appropriate component of performance is correctly identified based on the outcomes of the Performance Analysis. • Accurate and highly structured analysis and justification of SMART(ER) targets as appropriate to the student. • Detailed application and consistently accurate use of the principles and methods of training. • Accurate and effective selection of appropriate test(s) to monitor progress demonstrates high level of understanding.

Performance Development Programme: performer and coach Review and evaluation		
Level	**Marks**	**Description**
	0	No rewardable material.
1	1–2	• Qualitative and quantitative data may not be used to support an evaluation as to the effectiveness of the programme in achieving its aim. • Analysis and evaluation of the reasons for changes in test scores are incomplete, without links to the aims. • Recommendations for future development are not based on an interpretation of the outcomes and demonstrate a basic level of understanding of the context of the student.
2	3–4	• Some qualitative and quantitative data supports an evaluation as to the effectiveness of the programme in achieving its aim. • Analysis and evaluation of the reasons for changes in test scores are unclear and inaccurate, with weak links to the aims. • Recommendations for future development are based on an incorrect interpretation of the outcomes and demonstrate a limited level of understanding of the context of the student.
3	5–6	• Qualitative and quantitative data supports a developed critical evaluation as to the effectiveness of the programme in achieving its aim. • Analysis and evaluation of the reasons for changes in test scores are clear, accurate and link to the aim, but have inconsistencies. • Well-chosen recommendations for future development are based on the correct interpretation of the outcomes and demonstrate a good level of understanding of the context of the student.
4	7–8	• Appropriate qualitative and quantitative data supports a well-developed critical evaluation as to the effectiveness of the programme in achieving its aim. • Accurate analysis and clear evaluation of the reasons for changes in test scores, linking to the aim. • Well-chosen recommendations for future development are based on the correct interpretation of the outcomes and demonstrate a very good level of understanding of the context of the student.
5	9–10	• Appropriate qualitative and quantitative data supports an assured, well-developed critical evaluation as to the effectiveness of the programme in achieving its aim. • Accurate, highly structured analysis and clear evaluation of the reasons for changes in test scores, linking directly to the aim. • Mature and perceptive recommendations for future development are based on the correct interpretation of the outcomes and demonstrate a high level of understanding of the context of the student.

Security and backups

It is the centre's responsibility to keep the work that students have submitted for assessment secure.

The rules on storage also apply to electronic data. For example, centres should collect memory sticks for secure storage between sessions or restrict student access to specific areas of the centre's IT network.

For materials stored electronically, centres are strongly advised to utilise firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website: www.jcq.org.uk

Assessment Objectives

Students must:		% in GCE A Level
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	23
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	23
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	24
AO4	• Demonstrate and apply relevant skills and techniques in physical activity and sport. • Analyse and evaluate performance.	30
	Total	**100**

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total % for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Component 1: Scientific Principles of Physical Education	15	15	10	0	40
Component 2: Psychological and Social Principles of Physical Education	8	8	14	0	30
Component 3: Practical performance	0	0	0	15	15
Component 4: Performance Analysis and Performance Development Programme	0	0	0	15	15
Total for GCE A Level	**23**	**23**	**24**	**30**	**100**

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 12: Codes*).

Students should be advised that if they take two GCE qualifications with the same discount code, colleges, universities and employers they wish to progress to are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but which have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

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.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual disabled student without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

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. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

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.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

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, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for Components 1, 2, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 40% for Component 1, 30% for Component 2, 15% for Component 3 and 15% for Component 4. Any marks submitted by the centre should be in raw marks based on the assessment grids for Components 3 and 4.

Component	Weighting	Raw marks	Scaling factor	Scaling mark
Component 1	40%	140	1.000	140
Component 2	30%	100	1.050	105
Component 3	15%	40	1.313	53
Component 4	15%	40	1.313	53

This A Level qualification will be graded and certificated on a six-grade scale from A* to E using the total subject mark. Individual components are not graded.

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.

The first certification opportunity for this qualification will be in 2018. The activities with a single asterisk in the physical activities tables on pages 26–27 will have a first certification opportunity in 2022.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- 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.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Physical Education.

Students can progress from this qualification to:

- further study of physical education in higher education
- vocational courses such as the BTEC National in Sport and Sport and Exercise Sciences
- apprenticeships or other training
- employment in a related sector.

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Appendix 1: Practical performance authentication sheet

Pearson Edexcel Level 3 Advanced GCE in Physical Education	**9PE0/03**
Centre name:	Centre number:
Candidate name:	Candidate number:

Practical performance	**Mark awarded**	**Comments** [*NB: Comment box expands as you start entering text*]
Activity	**/40**	
Total	**/40**	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration

I certify that the work submitted for this assessment is my own. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	

Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns please email: teachingPEandSport@pearson.com

Candidate signed:		Date:	

This form can be adapted by centres as required.

Appendix 2: Performance Analysis and Performance Development Programme (PDP) authentication sheet

Pearson Edexcel Level 3 Advanced GCE in Physical Education		**9PE0/04**
Centre name:		Centre number:
Candidate name:		Candidate number:
Performance Analysis and PDP start date:		Performance Analysis and PDP completion date:
Activity	**Mark awarded**	**Comments** [*NB: Comment box expands as you start entering text*]
Performance Analysis: physiological component	/10	
Performance Analysis: technical/tactical component	/10	
PDP: planning	/10	
PDP: review and evaluation	/10	
TOTAL	**/40**	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	

Additional candidate declaration

By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Pearson Moderators. If you have any concerns please email: teachingPEandSport@pearson.com

Candidate signed:		Date:	

This form can be adapted by centres as required.

Appendix 3: Performance Analysis and Performance Development Programme (PDP) training record form

Centre number		**Centre name**	
Candidate number		**Candidate name**	
Chosen physical activity			
Role *Please circle*	Player/performer Coach		
Component of physical activity *Please circle*	Physiological Technical Tactical		
Aim(s) of the session			
Date, time and location of session			
Start time		**Finish time**	
Context of session *(individual/group /team)*			
Description of training session (to include): drills (including progressions), conditioned practices/games; specific exercises; method/intensity/recovery			

This form can be adapted by centres as required.

Appendix 4: Performance Analysis and Performance Development Programme (PDP) core skills list

The following list is for use with Component 4: Performance Analysis and Performance Development Programme. Students should use the list to identify one technical or one tactical skill to analyse. Students are permitted to identify skills from outside the list.

Physical activity	Technical skill	Tactical skill
Amateur boxing	Jab Upper cut Hook Right cross 'Haymaker'	Boxing against southpaw Counter punching Fighting close Defensive boxing tactics
Association football	Outfield player Dribbling/ball control Turning, e.g. drag back Block tackle Side foot pass, heading for distance or goal Shooting – drive instep Jockeying Ball control – both feet Goal keeper Shot stopping Goal kicking Dealing with back passes Catching – crosses	Free kicks – defending/attacking Defending corners, attacking from set pieces Overlap running Formations – analysis of one formation

Physical activity	Technical skill	Tactical skill
Athletics	Each athletic event must be from the disciplines of Track and Field For the purposes of the Performance Analysis, each event can be broken down into 4 phases (rather than 3 as specified in the assessment) Jumps: run up, take off, flight, landing Track events: head carriage, arm action, trunk, leg action Throw: initial stance, movement, release, follow through/recovery In addition, students may select starts or relay change overs as alternatives to segments of the running action	Pacing Relay change overs Lane draws, 400 m Marathon, 1500 m tactics Use of pace makers Timing of when to enter competitions Throwing into/with wind
Badminton	Overhead clear Drop shot Short or high service Smash Drive All shots selected can be either forehand or backhand, but not both	Rotation defence Doubles/mixed doubles Front/back Sides – in/out – rotation
Basketball	Jump shot Interception Effective long passing Chest pass Javelin pass Bounce pass Lay-up shot Post play	Person-to-person defence Zone defence Attacking the zone Fast breaks Post play Rebounding

Physical activity	Technical skill	Tactical skill
Camogie	Hurl Ground stroke The dribble Striking on the run Roll lift High block Striking form the hand The hook The low catch	Breaking down a defence 2 v 1 Tackling Interceptions Restarts
Canoeing	Cross bow draw stroke Back strokes Forward paddle stroke Backward paddle stroke Sweep stroke Pivot turns	White water strategies Portage strategies Pacing in marathon racing
Swimming	Breast stroke, back stroke, front crawl, butterfly: for the purposes of the Performance Analysis, each stroke can be broken down into 5 phases (rather than 3 as specified in the assessment): arm action, leg action, torso positioning, head positioning/breathing pattern, timing/rhythm of stroke Race turns Starts	Relay Long distance racing Medley tactics

Physical activity	Technical skill	Tactical skill
Cricket	Batting: Front foot off drive, cover drive, hook, forward defensive, reverse sweep Bowling: Off spin Leg spin Seam Wicket keeping: Keeping to spin Keeping to pace/seam Fielding the return ball Stumping	Field placing to left-handed/right-handed pair of batsman, to spin, last 6 overs Power Play tactics Setting field – spin or pace
Cycling	Racing position in saddle (back alignment) Arm Leg action Sprint finish	Tactics in peloton Pacing in pursuit events Breakaway – when/why Coping with inclines
Dance	Any move or technique in ballet, tap, jazz, contemporary	Choreography in group Choreography as an individual Use of space Motiffs
Diving	Swallow Plain header Half twist Somersault - front or back Somersault with half twist Entry into water	Construction of a higher tariff dive Selection of dives to win competitions – when/why
Field hockey	Push pass Slap hit Jab tackle Indian dribble Reverse stick Flick	Short corner defending Attacking short corner 23 m hit – attack or defence Creating overlaps

Physical activity	Technical skill	Tactical skill
Gaelic football	Crouch lift High catch Bounce Toe tap Punt kick Fist pass Near/hand tackle Block down	Attack and defence from re-starts Set plays Overlaps 1 v 1
Golf	Drive Long irons Short irons Chipping Putting	Club selection to achieve par Draw and fade – application Coping with adverse weather – wind When to change clubs at the tee off
Gymnastics	Selection of one skill from a range of disciplines, e.g. Pommel horse Vault Floor Beam Rings Parallel bars Uneven bars	Construction of floor routine Choreography floor routine Tariff build – vaults, horse, rings
Handball	Passing out of hand Catching Throwing Shooting Dribbling	Counter attacking – fast break Moving up court Defence starts Team attack against organised defence 1 v 1 situations attack

Physical activity	Technical skill	Tactical skill
Equestrian	Show Jumping/Cross Country: Walk Track left Track right Trot Canter Clear fences/natural obstacles Dressage: Walk 20 m circle Leg yield Lengthening stride, e.g. trot and canter Serpentine Shoulder in Trot Trot-halt transitions	Tactics to complete a cross-country course Show jumping considerations under time restrictions Riding in adverse conditions
Hurling	Pick up and pass The ground block The chest catch The feint/side step The hook The ground flick Striking from the hand	Set play free hit options Attacking formation Defending – set play
Kayaking	Reverse paddle Draw stroke Eskimo roll Forward paddle stroke Backward paddle stroke Reverse sweep stroke Sculling draw stroke	White water strategies Portage strategies Pacing in marathon racing
Lacrosse	Pass Tackle Draw Cradle Catch	Fast breaks formations Attacking/defending restarts 1 v 1 Creating space

Physical activity	Technical skill	Tactical skill
Netball	Centre passes Shooting Bounce pass Chest pass Javelin pass Dodging Interceptions	Attacking Centre Pass Defending Centre Pass Attacking Circle Rotation Clearing and Driving Zone defence
Rock climbing	Flagging Dynamic moves Static moves Holds, e.g. crimping/side pull	Route assessment Move mapping Grade assessment Grade reassessment
Rowing/sculling	Rowing stroke Scull stroke	Race strategies when in a: Coxless boat/coxed boat Single Double 4s 8s
Rugby league	Play the ball, tackle Front tackle Off-load pass Grubber kick Chip kick High ball catch	Dummy run Scrum – set moves Penalty moves Attacking/Defending restarts
Rugby union	Rucking Mauling Lateral pass Tackle – front or side Kicking Out of hand Hand off Side step Lineout throw Scrum – hooking	Lineout strategy Scrum strategy Back moves inside opposition 20 m Back row moves Defending the short side

Physical activity	Technical skill	Tactical skill
Skiing	Parallel turns Schuss Snowplough turn Carved turns Traverses Carving on a black run Straight descent on a black run with a controlled stop	Downhill race slalom tactics Freestyle – using the terrain Slope style
Snowboarding	Air to fakie Jumping moguls Ollies Spins Wheelies Butters	Tactics to score max. marks in using halfpipe
Squash	Drive Drop shot Volley Boast Service – drive, lob All shots selected can be either forehand or backhand, but not both	Dominating the 'T' Effective use of the front wall Playing the side walls Lob to back corners
Table tennis	Chop, flip, lob, smash, drive All shots selected can be either forehand or backhand, but not both	Defending service Attacking service Counter attack
Tennis	Top spin serve Cross court Smash Lob Drop volley All shots selected can be either forehand or backhand, but not both	Attacking/defending first service Mixed doubles tactics Doubles tactics

Physical activity	Technical skill	Tactical skill
Trampolining	Swivel hips Cat twist Cork screw Barani Swivel hips Front drop Pike somersault Front drop to seat drop Front or back somersault	Building a 10-bounce routine to score different tariff When to introduce somersaults
Volleyball	Dig or polish dig Volley Spike Smash Set Block	Rotation – tactics for positions 2 and 4 Fakes

Appendix 5: Recording practical performances

The following guidance applies to Component 3: Practical Performance when recorded evidence is required for assessment purposes.

The purpose of the recording is to evidence all marks awarded. Therefore, all recordings must be made under controlled conditions.

All recordings must be a complete and unedited recording of each performance.

The camera must be positioned to ensure that **the best possible and unobstructed recording is made of the performance**, as seen by the marker/examiner.

Each student should be introduced at the start of each performance. They should provide the following information:

- student name and number
- performance role.

Before the assessment

Video evidence should be produced in a standard/common format, such as a DVD, or a 'free to access' IT application, such as Windows Media Player or Quicktime. This is important as it will ensure that the teacher/assessor is able to use the video for assessment purposes, and that Pearson will be able to use the video where necessary/appropriate for moderation.

Video evidence should clearly show all the assessment requirements of the selected physical activity and sport, which may require a combination of:

- wide-angled shots, to give an overall perspective
- closer range shots, to show aspects such as stance, posture and position
- close-up shots to show specific requirements and techniques, for example grips in golf.

Students being assessed must be easily identifiable. If the video shows the student in a team game, they should be clearly identifiable by a number, bib or a particular item of clothing. Centres must consider the responsibilities relating to the acquisition, and use, of alternative forms of evidence, for example the need for parental, or even student, consent relating to the use of video.

The following checks should be made to resources before the recording:

- ensure that the camera being used has the appropriate facilities for adjusting recorded sound levels – particularly if the camera is to be positioned some distance from the students
- check that the picture recorded by the camera is clear enough to identify individual students
- ensure that memory cards have sufficient space for each recording
- check the camera battery is charged and a power lead is plugged in/available if needed.

Student identification

- Plan students' kits that will support identification on the recording, for example different coloured bibs.
- Test how these kits look on camera from an identification point of view, particularly for students in large groups.
- When watching work prior to the marking, check that students' use of space can be captured by the camera.
- Ensure that students state their name, candidate number and role at the start of each activity.
- Students are assessed as individuals and, as such, it is vital that they can be identified individually throughout all assessed performances.

Test the camera

- Record a small section of work (perhaps a small game/conditioned practice) using the actual camera needed for the performance with students.
- Check that an audio signal has been recorded and that students can be seen without obstruction and heard clearly.
- Adjust camera position and/or recording levels as needed.

At the beginning of the assessment

- Position the camera as practised.
- Film each performance, beginning with the student introductions. Each student must introduce themselves, with a clear pace and at audible volume, stating name, student number and role.

During the performance

- Check that recording is taking place for each group and that students are fully visible on screen.
- Check available power/battery/memory, as needed, in between the examination performances.

After the assessment

- Check the recordings, ensuring that each group has been recorded with audio.
- Ensure that **all recordings are backed up** as well as transferred to the appropriate format for assessment
- The recording should be saved with the centre number, qualification title and the relevant component number.
- Ensure that the recordings are kept secure until sent to Pearson and any backups kept safely until after Enquiries about Results.

Videoing, with activity specific examples

The following offers advice to centres in order to:

- Ensure the camera position is conducive to capturing what the moderator sees
- Balance the need to capture individual skills and team performance
- Capture multiple candidates

Guidance on videoing racket sports/ring (badminton (2 or 4 people), squash (2), table tennis (2 or 4), tennis (2 or 4), boxing (2))

In preparation for moderation, it is recommended that a centre groups candidates, which will enable each candidate to show their skills in their best light. If part way through the assessment a candidate is not able to show skills due the ability of their partner/opponent, the centre/moderator can re-arrange the players.

A centre may wish to use only one court/ring to moderate the candidates. Other candidates may practice on additional courts but would move onto the designated court when being formally moderated.

When videoing the moderation, ideally, the video recorder should be positioned to capture the whole court (or at least be able to capture the majority of the court to show the skills and techniques of the individuals). The camera could be focused on one court where candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in the skills in isolation/unopposed situations, conditioned practice(s) and a game.

If it is not possible to capture the whole court/ring from a static position, the person recording will have to move the video recorder to ensure that evidence is captured to show the skills of all the candidates, e.g. a forehand showing the length. It is essential that all candidates on court are captured on the video almost all of the time of the recording.

It is strongly recommended that when recording, the whole court is captured and the recording does not concentrate on one player at a time because evidence may be missed of other players and hence may not capture everything that the moderator sees.

Once the assessment has taken place and evidence has been captured the candidates will leave the court and 2 (or 4) more candidates would move to that court and be assessed.

Moderators will moderate either 2 (singles) or 4 (doubles) players at the same time and hence centres will video the same evidence.

Guidance on videoing handball (7 players per team), volleyball (6 players per team)

In preparation for moderation, it is recommended that a centre group(s) candidates, which will enable each candidate to show their skills in their best light. If part way through the assessment a candidate is not able to show some skills due the ability of their team players/opponents, the centre/moderator can re-arrange the players.

A centre may wish to use only one court to moderate the candidates. Other candidates may practice on additional courts but would move onto the designated court when being formally moderated.

When videoing the moderation, ideally, the video recorder should be positioned to capture the whole court (or at least be able to capture the majority of the court to show the skills/ability of the individuals). The camera could be focused on one court where candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in the skills in isolation/unopposed situations, conditioned practice(s) and a game.

If it is not possible to capture the whole court from a static position, the person recording will have to move the video recorder to ensure that evidence is captured to show the skills of all the candidates, e.g. a defensive shot lands towards the back of the court. It is essential that all candidates on court are captured on the video almost all of the time of the recording.

We strongly recommend that when recording, the whole court is captured and the recording does not concentrate on one player at a time because evidence may be missed of other players and hence may not capture everything that the moderator sees. If this is not possible, we recommend the recording should capture one team at a time. This is not ideal as it may take more time.

Once the assessment has taken place and evidence has been captured the candidates will leave the court and more candidates would move to that court and be assessed.

Guidance on videoing individual activities

This guidance relates to: dance, athletics, triathlon, cycling, diving, golf, gymnastics, equestrian, canoeing, rowing, kayaking, windsurfing, sculling, rock climbing, skiing, snowboarding and trampolining.

If a candidate is being assessed as part of a group, we strongly recommend that the video is positioned to capture the whole performance, e.g. the whole stage for a dance routine. The camera could remain stationary to capture all candidates participating in the performance.

If only one person is being assessed, e.g. a solo dance routine, equestrian, etc., the camera could remain stationary to capture the whole routine. Alternatively, the recording could follow the candidate throughout the whole performance.

In relation to rowing, sculling, etc., evidence would have to be captured on the move.

Guidance on videoing team games

This guidance relates to: football, basketball, camogie, Gaelic football, hockey, hurling, lacrosse, netball, rugby league, rugby union and futsal.

It is recommended that as much evidence as possible is captured during skills in isolation/unopposed situations and conditioned practices. Practices should be set up to demonstrate the skills of the individual, and hence only a very small amount of evidence may need to be captured during the full game. When videoing the skills in isolation/unopposed situations and conditioned practices, the camera could be focused on one area where candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in these practices.

Alternatively, the camera can pan as appropriate between areas where different groups of candidates (for example of differing abilities) are performing in these practices.

For a whole team game, ideally the camera should be positioned to capture the whole game. However, as this may not be realistic, the camera may be positioned in the most appropriate position, e.g. the halfway line. The camera should pan to follow the game as it progresses, ensuring as much as possible is captured and that the camera follows the eye-line of the moderator. The moderator and person responsible for recording will liaise to ensure the optimal camera position.

It is essential that if a team activity is shown on moderation day, a full game is played, although it is anticipated that almost all of the evidence will be captured during practices.

Guidance on videoing cricket

It is recommended that as much evidence as possible is captured during the skills in isolation/unopposed situations and conditioned practices. Practices should be set up to demonstrate the skills of the individual, and hence only a very small amount of evidence may need to be captured during the full game. When videoing the skills in isolation/unopposed situations and conditioned practices, the camera could be focused on one area (e.g. central strip/wicket) and candidates could be assessed separately as a bowler, batter, or wicket keeper (if applicable), during which time candidates enter, perform and then leave. The camera could remain stationary to capture all candidates participating in the practices. Separate practices could be set up to demonstrate the skills of a fielder, and the camera could remain stationary to capture all candidates participating in these practice(s).

It is essential, if cricket is an activity shown on moderation day, that a full game is played, although it is anticipated that almost all of the evidence will be captured during the practices.

Child protection

- Video only the candidate(s) who is the subject of the assessment and try as far as possible not to include incidental imaging of any other children, especially where they can be identified.
- Do not video closer-up for longer than is necessary for the purpose of the recording.
- Do not video in changing rooms.
- Ensure that recorded materials are stored securely, and are password protected if stored electronically.

Appendix 6: Glossary of key terms

The following is a list of all the key terms from the content for Components 1 and 2 and their standard definitions. This list is not exhaustive but is a guide to the terms students will be expected to know and understand for use in the examination papers. Terms from outside the list can be assessed.

Key word	Definition
Achievement motivation	A form of motivation which predisposes an athlete to engage in or avoid achievement-related situations.
Actin	Thin protein filament found in the myofibril.
Adenosine tri phosphate (ATP)	The energy currency of the body. Found in all cells; when broken down it releases stored energy.
Advertising	Using sport to promote goods or services for sale in order to make them more well-known/promote them.
Aerobic	With oxygen.
Aggression	In sport, behaviour intended to harm another person, either physiologically or psychologically, outside the laws of the game.
Agility	Changing position quickly and with control without losing balance in response to a stimulus.
Agonist	Muscle primarily responsible for a given movement.
All-or-none law	Each muscle fibre within a motor unit either contracts or does not contract – there is no such thing as a partial contraction.
Americanisation	The influence American sport has on the values of sport in other countries.
Anaerobic capacity	The amount of energy obtained from anaerobic sources (creatine phosphate breakdown and anaerobic glycolysis) in a single bout of exercise. This is the greatest amount of energy that can be released from the anaerobic system.
Anaerobic power	The rate at which energy is produced. This is the fastest rate at which energy (ATP) can be produced anaerobically during an activity. If two athletes are equal in terms of movement economy, then the athlete with greatest anaerobic power will be the fastest.
Angular momentum	The amount of motion a body has during rotation. Angular momentum = angular velocity x moment of inertia
Angular velocity	The rate of movement in rotation.
Antagonist	A muscle that opposes an agonist for a given movement and prevents overstretching of the agonist.
Anxiety	A negative aspect of stress. Worries over the possibility of failure.
Arousal	The state of general preparedness of the body for action involving both physiological and psychological factors.
Assertion	The use of physical force that is within the rules or ethics of a sport and is therefore legitimate.

Key word	Definition
Assisted training	Bungee running uses the recoil action of the bungee cord to pull you at a faster rate than you could achieve on the flat or in a voluntary sprint.
Associative stage of learning	The second stage of learning where a motor programme becomes established through practice and gross error detection, feedback and correction (Fitts and Posner).
Athlete	A player/performer in any activity.
Attitude	A predisposition to respond positively or negatively to a person, object, idea or situation.
Attribution theory	A theory of motivation which proposes that individuals formulate common-sense explanations for their own behaviour and future behaviour (Weiner).
Autonomous stage of learning	The third stage of learning, where a motor programme is performed 'automatically' without conscious thought, thus becoming habitual (Fitts and Posner).
Balance	The ability to maintain your centre of mass over a base of support. There are two types: static and dynamic.
Ballistic stretching	The use of the momentum of a body or limb to force it beyond its normal range of motion.
Behavioural anxiety	Feelings of tension, agitation or restlessness as a result of anxiety.
Bernoulli effect	Relationship between velocity and pressure acting on an object as it moves through a fluid/air, for example a ball in flight.
Bosman ruling	The court ruling which confirmed sports performers became 'free agents' once their contract had been completed, thus changing the relationship between sports employers and players (1995).
Bradycardia	The reduction in resting heart rate that accompanies training. Resting heart rate below 60 beats per minute.
Bracketed morality	The suspension of ethics, or morality, during competition.
British Empire	The collection of countries ruled by Britain that subsequently formed the Commonwealth of Nations. This imposed forms of government, religion and culture on those nations considered less advanced or civilised.
Broken time payments	Payment made to performers to compensate for lost wages when taking time off work to play.
Bungs	Secret payments between an agent and a member of staff at a football club as part of football transfers.
Centering	Using deep breathing as a way to refocus your concentration.
Centre of mass	The point where all the mass of a body is concentrated and the sum of all the moments of inertia of the body is zero.
Chunking	Individual pieces of information are bound together to increase the amount stored in the LTM and facilitate recall.
Circuits	Performing different exercises in a sequence at different exercise stations.
Clarendon Commission	A royal commission set up in 1864 to investigate the great public schools.

Key word	Definition
Classical conditioning	An unconditioned stimulus is paired with a conditioned stimulus to create a conditioned response (Pavlov).
Closed loop	A control system which appears to be self-regulating. A closed-loop system involves feedback and a reference of correction during movement.
Closed skill	A motor skill that is performed in a stable or largely predictable environmental setting. The movement can be planned in advance.
Coaching style: Command	A coaching style where the coach makes all the decisions, while the athlete is expected to follow directions.
Coaching style: Guided discovery	A coaching style where the athlete is guided in order to achieve an outcome. The athlete/learner discovers a solution through task experiences.
Coaching style: Problem solving	A coaching style where a problem is set and the athlete/learner finds the answer.
Coaching style: Reciprocal	A coaching style where both the coach and the athlete/learner work together and have equal input to achieve mutual advantage.
Cognitive anxiety	Thoughts, nervousness, apprehension or worry that a performer has about their lack of ability to complete a task successfully.
Cognitive dissonance	Tension resulting from having contradictory thoughts or beliefs about something or someone.
Cognitive stage of learning (Fitts and Posner)	The first stage of learning, where cognitive, intellectual ability, is paramount in forming a motor programme through internalising information, discovery and initial practice (Fitts and Posner).
Colonial diffusion	The spread of British values, religion, sport and recreation throughout the British Empire during the 19th century.
Commercialisation	The treating of sport as a commodity, involving the buying and selling of assets, with the market as the driving force behind sport.
Commodification	The quality or state where an item or individual becomes saleable.
Concentric	Contractions involving the muscle shortening while contracting, as happens in the bicep during the upward phase of a bicep curl, or in the tricep during the upward phase of a push-up.
Continuous skill	A movement with no clear beginning and end. One end phase of the movement blends into the start of the next phase of the cycle.
Continuous training	Long-duration training where intensity remains constant throughout.
Coordination	The ability of the body to link movements together, either with other movements or in relation to an external object.
Cross training	Training in two or more sports in order to improve fitness and performance in a main sport.
Cult of athleticism	A philosophy of physical, moral and challenging activities that fostered the development of character in young men. A term associated with sport development in the public schools of England in the 19th century.

Key word	Definition
Dehydration	The condition which occurs when the amount of water in the body falls below normal, disrupting the balances of sugars and salt (electrolytes) in the body.
Deviance	Behaviour that falls outside the norms or outside what is deemed to be acceptable (can be positive or negative).
Discrete skill	A movement with a clear beginning and end.
Displacement	The shortest straight-line measurement between two points.
Distributed practice	A form of practice which includes periods of rest between trials.
Eccentric	Contractions involving the muscle lengthening while contracting (remember a muscle is not always relaxing while lengthening), e.g. the bicep brachii in the downward phase of the bicep curl or tricep brachii in the downward phase of the press-up.
Electrolytes	Ions (electrically charged particles) of salts such as sodium.
Electrolyte balance	The proportion/concentration of electrolytes within the fluids of the body.
Encoding	Storing information in memory.
Endorsement	Giving approval to a product or service and receiving payment in return.
Energy	The capacity to perform work.
Evaluation apprehension	A sense of anxiety caused by the performer perceiving that he or she is being judged by those in the audience (Zajonc).
Exercise economy	Energy required to maintain a constant velocity of movement. This is the ability to transfer energy into movement. For example, if two people are running at the same speed, one of them could be using less energy than the other because they are more economic.
Externally paced skill	A skill for which the timing and form are determined by factors outside the control of the performer.
Fartlek training	A long-duration activity where the intensity varies.
Feedback	Any information received by the learner during or after a performance about the performance.
Fixator	A muscle which allows the prime mover to work more efficiently by stabilising the bone where the prime mover originates.
Fixed practice	A form of practice that involves defined responses to a stimulus in order to reinforce the correct movement. Practice conditions and requirements remain the same.
Flexibility	The range of movement available at a joint.
Franchises	An authorisation given by a league to own a sports team.
Frequency Intensity Time and Type (FITT)	This describes how often you train, how hard you train, how long you train for and which method of training you select.
Gamesmanship	Bending the rules/laws of a sport to gain an unfair advantage without actually breaking the rules, for example time wasting.

Key word	Definition
Generalised motor programme	The basic form of each movement stored in the LTM. Modifications may be made to meet the specific parameters which define exactly how the movement is to be executed on each occasion.
Gentleman amateur	Wealthy and of a high social position; did not need financial compensation to participate in sport.
Glycolysis	Process of breaking down glycogen into pyruvic acid, producing some (4) ATP.
Golden triangle	The link between sports events, sponsorship by businesses and the media.
Guidance	Information to aid the learning of a skill. This information can be given visually, e.g. through demonstrations; verbally, e.g. by the coach explaining how to perform the technique; manually, e.g. by physically moving a performer into the correct position; and mechanically, e.g. by using a harness in trampolining.
Hick's Law	Relationship between the number of choices and reaction time. The more choices there are available, the slower the reaction time; as the number of choices increases, so does the reaction time.
Homefield advantage	The concept that playing at home has an advantageous effect for the home team.
Horizontal component	The horizontal motion of an object in parabolic flight.
Hull's Drive Theory	Theory of arousal that suggests a linear relationship between arousal and performance; as arousal increases so does performance.
Hydration	Being hydrated means the body has the correct amount of water in cells, tissues and organs to function correctly.
Hypertonic drinks	When the glucose osmolality of the drink is greater than blood.
Hypotonic drinks	When the glucose osmolality of the drink is lower than blood.
Imagery	The process of imagining yourself in a particular environment or situation by using all relevant senses; creating vivid mental pictures of the situation.
Individual needs	A successful training programme will meet individual needs, which are personal fitness needs based on age, gender, fitness level and the sport for which the person is training.
Industrialisation	Mechanisation of the manufacturing industry.
Intangible rewards	External rewards that cannot be touched, for example cheering from the crowd, congratulations from the team or coach.
Internally paced skill	A skill for which initiation and timing is determined by the performer.
Interval training	Training with a work-to-rest ratio (W:R) that is repeated.
Inverted-U hypothesis	Theory of arousal that suggests that optimal performance occurs when the performer reaches an optimal level of arousal.
Isometric	The muscle stays the same length, e.g. when holding a weight in a static position.
Isotonic	When the muscle is moving. Tension remains the same but the muscle length changes. Can be further divided into concentric and eccentric.

Key word	Definition
Isotonic drinks	When the glucose osmolality of the drink is the same as blood.
Karvonen's Theory	A method of calculating target heart rate zone. Target heart rate = (target heart rate range × %Intensity) + resting HR
Leadership style: Autocratic	A task-structured form of leadership that discourages coach-athlete interaction; where the leader makes all the decisions.
Leadership style: Democratic	The leader shares decision making and is concerned with developing relationships.
Leadership style: Laissez-faire	The leader takes a lower profile role and lets others make the decisions. Concerned with developing problem-solving capabilities of group members.
Learned helplessness	The belief that failure is inevitable because of negative previous experiences.
Local muscular endurance	The ability of a muscle or specific group of muscles to sustain repeated contractions against a resistance for an extended period of time.
Locus of causality	The internal/external factors that a performer believes caused an event or outcome.
Locus of control	The extent to which a performer believes that the outcome was within their control (or not).
Locus of stability	The stable/unstable factors that a performer believes caused an event or outcome.
Long Term Athlete Development (LTAD)	A programme designed to enable an athlete to move through stages of structured development.
Long-term memory (LTM)	The third compartment of the memory model; a relatively permanent storage of large amounts of information. Capacity is theoretically unlimited.
Magnus effect	The generation of a sideways force on a spinning object due to the pressure differences that develop as a result of velocity changes caused by the spinning object, e.g. a 'curve' on a served tennis ball.
Mass participation	The concept where large numbers of a population are involved in regular physical activity, regardless of ability.
Massed practice	Practice that occurs without rest between trials.
Maximal aerobic fitness	The maximum volume of oxygen that can be utilised in one minute. This is the upper limit of the aerobic system (the person's VO2 max).
Maximal strength	The maximum force that can be developed in a muscle or group of muscles during a single maximal contraction.
Maximum speed	Time taken to move a body (part or whole) through a movement over a pre-determined distance OR speed (distance divided by time). This is the fastest sprint speed attainable.
Mental practice	The mental or cognitive rehearsal of a skill or movement, with no actual physical movement taking place.
Merchandising	The practice in which the brand or image from one product is used to sell another, usually by professional sports teams and their players.

Key word	Definition
Migration patterns of sporting labour	The movement of sporting workers across the world.
Moment of inertia	The resistance of a body to a change of state when rotating.
Motor neurones	Nerves that carry information from the central nervous system to the skeletal muscles.
Motor programme	An abstract code or generalised series of movements stored in the long-term memory.
Motor units	A motor neurone and the muscle fibres it controls.
Movement time	Time from the start of the response or movement to the completion of the movement.
Muscular Christianity	An evangelical movement where Christianity was linked to physical development. A healthy mind in a healthy body.
Myofibril	Part of a muscle fibre. Contains sarcomeres and the contractile proteins actin and myosin.
Myoglobin	Protein found in the sarcoplasm. It has a high affinity for oxygen and helps transport oxygen from the capillary to the mitochondria.
Myosin	Thick protein filament found in the myofibril.
Need to Achieve (nACH)	The motivation to succeed or attain particular goals; people with nACH personalities show approach behaviour.
Need to Avoid Failure (nAF)	The motivation to avoid failure; people with nAF personalities show avoidance behaviour.
One repetition maximum	The maximum amount of weight an individual can lift in a single repetition for a given exercise.
Open loop	A control system with a predetermined set of instructions to perform a motor skill while feedback or an error detection process is available. No compensatory adjustments during the performance of a motor skill can be made.
Open skill	A motor skill performed in an unpredictable, changing environment which dictates how and when the skill is performed.
Operant conditioning	A form of learning where an individual forms an association between a particular behavioural response and a particular reinforcement (S-R Bond).
Optimal loading	A rehabilitation programme to encourage faster recovery.
Overtraining	Where a person trains too much, too often or with too little time for recovery between training sessions, risking injury or illness or an imbalance between training and recovery.
Oxbridge melting pot	Oxbridge or other universities became a ‘melting pot’ for games. Different games were taken to Oxbridge, where they mixed and became standardised version of game(s).
Part practice	A method of practice where the skill is broken down into sub-routines.
Partial pressure	The pressure a gas exerts in a mixture of gases.

Key word	Definition
Pay-per-view	A system by which the television viewer can pay for a private telecast to their home of an event.
Perception	The process of acquiring, selecting and organising sensory information.
Performance goals	Goals related to performance, which can be judged against other performances.
Periodisation	Dividing an overall training programme into parts/periods that are designed to achieve different goals.
Personality trait	Relatively general and enduring personal characteristics which predispose a person to think and behave in certain ways in given situations.
Phosphocreatine (PC)	An energy-rich compound of creatine and phosphoric acid, found in muscle cells.
Playing professional	Workers of a low social position who needed financial compensation to afford to participate in sport.
Plyometrics	A movement involving an eccentric contraction immediately before a concentric contraction.
Popular recreations	Sporting activities before the industrial revolution.
Power	The rate at which force is produced.
Pressure gradient	When there is a difference in neighbouring or adjoining pressures.
Prime mover	The muscle that is directly responsible for creating the movement produced at a joint.
Proactive transfer	When a previously learned skill influences the way a new skill is learned.
Process goals	Goals over which an individual has complete control in order to deal with the technique/tactic needed to perform well, for example run at 5-minute mile pace. They help focus attention and reduce anxiety.
Progressive overload	The need to increase training demands on the body in order to encourage it to adapt further.
Progressive part practice	A method of practice where the skill is broken down into parts, each part learnt and then linked and practised as a sequence.
Proprioceptive neuromuscular facilitation (PNF)	A muscle group is passively stretched, then contracts isometrically against a resistance while in a stretched position, and is then passively stretched again.
Psychological Refractory Period	The delay in response to the second of two closely spaced stimuli, e.g. dodging or feinting to go one way then going another. This is as a result of the single channel hypothesis: the PRP is due to the brain's inability to deal with two stimuli simultaneously.
Rate of Perceived Exertion (RPE)	A subjective rating (on the Borg Scale) of how hard the performer thinks their body is working based on their physical sensations during exercise, such as increased heart rate, breathing rate, sweating and muscle fatigue.
Rational recreation	A term associated with the development of sport that occurred during the industrial revolution, resulting in the codification and organisation of modern sport.

Key word	Definition
Reaction time	Time taken to make a decision.
Recall schema	A recall schema contains all the information required before a motor programme is selected and performed. This is based on the initial conditions and response specifications.
Recognition schema	A recognition schema contains information needed to make corrections to a faulty performance and remember the correct performance. This is based on movement outcomes and sensory consequences.
Reinforcement	Process by which a connection (bond) between a stimulus and a response is established and developed.
Re-phosphorylisation	Resynthesis of phosphate to convert ADP back into Phosphocreatine (PC) and ATP.
Resistance training	Exercising your muscles using an opposing force.
Response time	Time from the stimulus being given to the end of the response = reaction time + movement time
Retroactive transfer	When a newly learned skill influences a previously learned skill.
Reversibility	The reversibility principle dictates that athletes lose the beneficial effects of training when they stop working out. Conversely, it also means that detraining effects can be reversed when athletes resume training.
Ringelmann Effect	The diminishing contribution of each individual as group size increases.
Schema theory	A mental framework or outline which functions to provide the 'building blocks' of decision making and movement from stored information for motor programme formation.
Selective attention	The process of picking out and focusing on those parts of the display that are relevant to performance and filtering out irrelevant information.
Self-confidence	A person's belief in their ability to achieve success.
Self-efficacy	A situation-specific form of self-confidence (Bandura).
Serial skill	A series of specific (discrete) movements chained together in a sequence.
Shamateurism	The blurring of the distinction between amateurs and professionals as a result of the commercialisation of sport, resulting in a compromise in the ethics associated with an amateur.
Shin splints (Periostitis)	Inflammation of the periosteum of the tibia brought on by exercise or overtraining.
Short-term memory (STM)	The second of the three memory compartments; a short-term store for information to be processed. The STM Links the STSS to the LTM. The capacity of STM is 6 to 9 items of information and duration is around 20 to 30 seconds.
Short-term sensory store (STSS)	The first of three memory compartments involved in information processing as part of the perceptual mechanism concerned with initial storage of information, which may last only one second.
Significant other	People who are held in high regard by an individual.

Key word	Definition
Social facilitation	The influence of the presence of others on performance. These others could be in the audience or performing in the same activity (called co-actors).
Social inhibition	Decrease in performance due to the presence of others.
Social loafing	Loss of individual effort in a group due to fall in motivation or lack of personal identity.
Somatic anxiety	Physiological responses to a situation where a performer feels that they may be unable to cope (symptoms include sweaty palms, increased heart rate, feelings of nausea).
Specificity	The principle of training that states that sports training should be relevant and appropriate to the sport for which the individual is training in order to produce a training effect.
Spectatorism	The concept and process in establishing that those watching sport become an entity.
Speed	Time taken to move a body (part or whole) through a movement over a pre-determined distance OR speed (distance divided by time).
Speed, agility and quickness (SAQ)	Targeting neuromuscular adaptations to aid speed of muscle firing.
Sponsorship	Provision of funds or other forms of support to an individual or event in return for some commercial benefit.
Sportsmanship	Conforming to the rules, spirit and etiquette of a sport.
State anxiety	(A-trait) anxiety felt in a particular situation.
Static stretching	The use of momentum of a body or limb to force it beyond its normal range of motion.
Strength	The force that can be developed in a muscle or group of muscles during a contraction.
Submaximal aerobic fitness	The ability to maintain a high percentage of VO2 max for a prolonged period of time.
Synergist	A muscle which aids the action of a prime mover by stabilising the joint at which the prime mover acts.
Tangible rewards	Rewards that can be touched, held or have physical substance, for example medals, money or trophies.
Thorndike Law: Effect	A law which states that rewarding a behaviour increases the probability that the behaviour will be repeated and punishment decreases the probability of repetition.
Thorndike Law: Exercise	The more frequently a stimulus and response are associated with each other the more likely the particular response is to follow the stimulus. Practice makes permanent.
Thorndike Law: Readiness	Learning is dependent on the learner's physical and mental readiness and capability to perform a skill which strengthens the S-R Bond.
Trait anxiety	(A-trait) an enduring personality trait, giving a tendency to view all situations as threatening.

Key word	Definition
Tropomyosin	Thread-like protein that winds around the surface of actin.
Troponin	Globular protein on actin filament.
Type I	Also known as slow-twitch muscle fibres, they are suited to low intensity aerobic work and can be used for a long period of time without fatiguing.
Type IIa	These are fast oxidative glycotic muscle fibres which provide fast contraction and high force but fatigue easily. They are used in anaerobic work, but can be improved through endurance training to increase their resistance to fatigue.
Type IIx (previously type IIb)	These are fast glycotic muscle fibres which provide very rapid contractions and very high forces but fatigue very easily. They are used in anaerobic work.
Underdeveloped moral reasoning	The moral justification that aggression is acceptable because of mitigating circumstances that are unsound.
Urbanisation	Development of cities caused by the movement of the working population from rural areas (where jobs were disappearing as a result of mechanisation) to towns (where new jobs were being created in factories).
Variable practice	A practice environment that has alternative forms of activity, situations and conditions.
Vertical component	The upward motion of an object in parabolic flight curve.
Visualisation	Using the visual senses to create an image of a game situation in the mind and imagining how to cope successfully.
VO2 max	Maximum volume of oxygen that can be utilised in one minute.
Wave summation	An increase in contraction strength as a result of muscles that are rapidly stimulated being unable to relax between repeated stimulations.
Weight training	Training with weights against a (variable) resistance either on machines or with free weights. Learners will need to know the difference between the use of machines and free weights.
Whole-part-whole practice	A skill is practised as a whole then broken into parts, a part is practised, then the skill is practised as a whole again.
Whole practice	A complete skill is practised without breaking it down into sub-routines.
World Anti-Doping Agency (WADA)	The agency responsible for promoting, coordinating and monitoring at international level the fight against the use of drugs in sport.

Appendix 7: Command word taxonomy

This appendix lists all the command words, along with their definitions, that may appear in the examination papers for Components 1 and 2.

Command word	Definition
Assess	An account of something, with the relative importance of ideas balanced against each other and an evaluative statement.
Analyse	Examine something methodically and in detail, typically in order to explain and interpret it.
Calculate	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
Classify	Group or place on a scale.
Compare	Explore similarities and differences between two or more factors.
Consider	Analysis of a stimulus to make a judgement.
Define	Statement of translation.
Describe	An account of something without reasons.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Examine	Justification or exemplification of a point using analysis or evaluation.
Explain	How and why, the meaning of something with reasons.
Evaluate	Use analysis to make a judgement.
Give	The recall of a fact or an example.
Identify	Establish or indicate who or what someone or something is.
Interpret	Explain the meaning of something with reference to a stimulus.
Justify	Articulate a viewpoint with reasons.
Label	Requires addition of named structures or features to a diagram.
List	The recall of a series of names or things.
Name	The recall of a word or set of words by which someone or something is known.
Outline	A brief outline of non-linked points.
Plot	Mark on a diagram using data given.
State	The recall of a fact or an example.
Suggest	Analysis and evaluation of a data-based stimulus.
Summarise	Express the most important facts or ideas about something.
Using an example	Often used with explain or describe, where an example is required to exemplify the point(s) being made.

Appendix 8: Calculators

Students may use a calculator in assessments for this qualification. Centres are responsible for making sure that calculators used by their students meet the requirements highlighted in the table below.

Students must be familiar with the requirements before their assessments for this qualification.

<table>
<tr>
<td>Calculators must be:
of a size suitable for use on a desk
either battery or solar powered
free of lids, cases and covers that have printed instructions or formulae.</td>
<td rowspan="2">Calculators must not:
be designed or adapted to offer any of these facilities:
language translators
symbolic algebraic manipulation
symbolic differentiation or integration
communication with other machines or the internet
be borrowed from another candidate during an examination for any reason*
have retrievable information stored in them.
This includes:
databanks
dictionaries
mathematical formulae
text.</td>
</tr>
<tr>
<td>The candidate is responsible for the following:
the calculator’s power supply
the calculator’s working condition
clearing anything stored in the
calculator.</td>
</tr>
</table>

*An invigilator may give students a replacement calculator.

Further information can be found in the JCQ documents *Instructions for conducting examinations* and *Information for candidates for written examinations*, available at www.jcq.org.uk/exams-office.

Appendix 9: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCE Subject Level Conditions and Requirements for Physical Education*, updated in February 2020.

[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 10.*

From Pearson's Expert Panel for World Class Qualifications

May 2014

" The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

Appendix 10: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves: [2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 11: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher-education study or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework-based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH), consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with Physical Education

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from within the Physical Education qualification content.

Students can choose to research any aspect of physical education which they may already be studying or have an additional interest in. Students could focus on performance analysis, fitness or training methods. Alternatively, they could research trends in physical education or the importance of healthy lifestyles, which could help in applying for a university place.

Through the Extended Project students will develop skills that support their study of physical education, including:

- conducting, organising and using research
- independent reading in the subject area
- planning, project management and time management
- defining a hypothesis to be tested in investigations or developing a design brief
- collecting, handling and interpreting data and evidence
- evaluating arguments and processes, including arguments in favour of alternative interpretations of data and evaluation of experimental methodology
- critical thinking.

Types of Extended Project related to Physical Education

- What are the long-term health effects of binge drinking?
- How can training and diet improve flat-water canoe techniques?
- How can sports fitness improve through football?

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in physical education. Students can demonstrate extension in one or more dimensions:

- ***deepening understanding*** – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of one of the social or scientific topics in the specification.
- ***broadening skills*** – where a student learns a new skill. This might be related to practical skills or theoretical understanding, and developing additional skills or techniques in these areas.
- ***widening perspectives*** – where the student's project spans different subjects. A student studying physical education with geography may wish to research the impact of major sports events and their impact on tourism and local businesses.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 12: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF 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 will appear on students' final certification documentation.	The QN for this qualification is: 601/8278/7
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	Advanced GCE – 9PE0
Component codes	These codes are provided for reference purposes. Students do not need to be entered for individual components.	Component 1: 9PE0/01 Component 2: 9PE0/02 Component 3: 9PE0/03 Component 4: 9PE0/04

*https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores

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