

Pearson Edexcel Entry Level Certificate in Physical Education (8930)

Specification

Entry Level Certificate

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Issue 3

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Acknowledgements

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Authorised by Martin Stretton
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Rationale

This syllabus is designed to assess the knowledge, understanding and skills outlined by the National Curriculum. It reflects the practical nature of physical education as a subject and will enable candidates both to enjoy physical activity and to develop an appreciation of issues relating to personal health, exercise and safe practice.

The final assessment will require candidates to select four activities from the full range of National Curriculum areas, with an Analysis of Performance of one of these activities. Candidates will also be required to develop a simple Personal Exercise Programme (PEP) for their selected area.

The specification is designed to enable centres to enter candidates alongside a GCSE Physical Education programme. Candidates undertaking the Entry level Certificate will be of a standard equivalent to grade G or below at GCSE.

Key features

- No written examination
- Full range of activities
- Flexibility and choice
- Access for candidates with physical disabilities and for special needs
- INSET on a regional basis
- Subject specialism at Edexcel.

The qualification

The Pearson Edexcel Entry Level Certificate in Physical Education has been designed to be integrated, if required, with the teaching of GCSE in Physical Education and GCSE (Short Course) in Physical Education.

The principle of co-teachability will ensure flexibility for candidates throughout a course. However it is anticipated that the course will provide a foundation for candidates who are not yet ready to achieve GCSE but who wish to receive recognition for their skills and abilities in this subject. It extends beyond Key Stage 3 of the National Curriculum order for Physical Education and will provide the basis for further academic or vocational study at a later date.

Criteria

The specification is based on the common criteria and the Entry Level criteria, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

Aims

To promote physical activity and healthy lifestyles candidates should be taught:

- to be physically active
- to adopt the best possible posture and appropriate use of the body
- to participate in activities that develop cardiovascular health, flexibility, muscular strength and endurance
- the increasing need for personal hygiene in relation to vigorous activity.

To develop positive attitudes, candidates should be taught:

- to observe the conventions of fair play, honest competition and good sporting behaviour in individual and team games, both as participants and as spectators
- to cope with both success and limitations in performance
- to consolidate and improve their performance skills in a range of activities
- consideration for others and the environment.

To ensure safe practice, candidates should be taught:

- to respond readily to instructions
- to recognise and follow the relevant rules and safety procedures associated with different sporting activities
- about the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities
- to use and store equipment safely
- to warm up for, and cool down from, exercise.

Not all the aims can be readily translated into assessment objectives.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the Entry level Code of Practice.

Awards of the Certificate will be made in line with the June GCSE entries.

Certificates will summarise candidates' achievements demonstrated for each award.

Language of assessment

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

The course

Syllabus design

The course has three components, the:

- learning and performance of practical activities
- evaluation of performance
- understanding of health-related aspects.

Candidates will be required to undertake a programme of learning of practical activities and will be assessed in four of them at the end of a coursework programme designed by the centre. Candidates will then be assessed in their four activities on a final practical assessment session, with an 'on the day' mark being awarded.

Candidates will be required to undertake a programme of planning, performance and evaluation of their practical activities to support their understanding of performance. Centres will be required to devise an internal programme of activities supporting their analysis of practical activities.

Candidates will be required to develop a Personal Exercise Programme.

The PEP will require candidates to complete five worksheets, which will support their understanding of healthy lifestyles.

- 1 Diet**
- 2 Lifestyle**
- 3 Exercise/training**
- 4 Safe practice**
- 5 Aptitude and attitude**

Each worksheet will require candidates to record information, investigate issues and apply concepts to them.

Exemplar worksheet

LIFESTYLE WORKSHEET

- 1 Keep a diary of your daily routine for a week while you are at school.
 - Do the same for a week while you are on holiday.
 - How do your leisure-time activities differ?
- 2 What activities do you enjoy doing? Why do you enjoy doing them?
- 3 How much time did you spend doing the following activities?
 - during a week at school
 - during a week on holiday
 - watching television
 - walking
 - physical recreation
 - sleep.
- 4 What factors restricted you from doing other activities?
- 5 How might you change your lifestyle to improve your health and make you fitter?

Syllabus overview

The course consists of four elements, all of which must be completed by each candidate:

1 Practical coursework – internally assessed

Candidates will be assessed on the level of their fundamental skills and their application of these in an on-going activity session. Candidates will select four activities from the practical activity groups, **with activities from at least two different groups.**

2 Final practical assessment – internally assessed and externally moderated

This will be a final practical assessment of the candidate's four selected activities. It will be an 'on the day' assessment, allowing candidates to progress from their coursework element and improve with practice. **Centres will design a series of tasks for each activity to be assessed on the day. This will be compiled into a timetable and programme of activities for the assessment and forwarded to an appointed moderator for verification before the assessment day (exemplars of assessment sessions are given in Appendix A).** These activities will be assessed on a scale of 1–5 in accordance with the Practical Assessment Criteria and will be internally examined but externally moderated by Edexcel. It is suggested that these may be assessed in conjunction with the GCSE Physical Education.

3 Analysis of performance – internally assessed

Candidates will be assessed with a mark out of 10 for their analysis of performance in one of their selected practical activities. The assessment will be based on the candidate's ability to reflect upon the planning, performing and evaluation of a performance and it may be assessed verbally on a short question and answer basis.

4 Personal Exercise Programme (PEP) – internally assessed and externally moderated

Candidates will be required to develop a simple personal exercise plan that will enable them to show an understanding of the relation between physical activity and personal health and exercise. This will require candidates to undertake a piece of small-scale research. The PEP will be based upon set worksheets and will seek to establish an understanding of healthy lifestyles. This will be marked out of 10. It will be marked internally and moderated externally with National Curriculum practical activities groups.

Health and safety

Candidates should learn the reasons for their obligation to obey the laws, rules and safety requirements of any activity, **and be able to assess the risks** involved in activities, both to themselves and others. They should understand that these requirements not only relate to good sporting behaviour but are also designed to ensure the safety of participants.

Candidates should have an understanding of the value of:

- i the rules of the game
- ii correct clothing/footwear; protective clothing/equipment for different sports
- iii balanced competition in terms of grading/skill levels/weight/age/sex
- iv warm-up and cool-down practices.

Assessment objectives

Candidates will be assessed through practical assessment, written coursework and an analysis report.

Objective 1 Physical performance, including the ability to interrelate planning, performing and evaluating while undertaking an activity

Incorporating:

- planning and tactics
- demonstrating of individual skills
- skills displayed in a game situation or performance routine
- ability to evaluate and adopt tactics/strategies to the varying situations.

Objective 2 Analysis and improvement of performance

Objective 3 Knowledge and understanding of:

- factors affecting performance
- the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques
- reasons for participating in physical activity.

Relationship between assessment objectives and assessment components

Details of assessment	Weighting	Objective assessment
Practical assessment during the course	} 50	1
Analysis of performance		1, 2
Personal Exercise Programme	} 50%	2, 3
Final practical assessment		1

Assessment procedures

Practical coursework

The centre will devise a programme of activities to ensure that the candidate fulfils the required rubric of the activities and covers the content outlined in the unit of work specification for each activity group. The candidate will be awarded a mark out of 5 in accordance with the coursework criteria for each activity undertaken.

The assessment criteria are generic to the activity grouping. For individual activity criteria, staff will refer to the Controlled Assessment Guide which provides common criteria in line with the GCSE practical assessment.

Final practical assessment

Centres will be required to construct a timetable of activities for the assessment day and provide a clear outline of the tasks to be undertaken for each activity. Centres will be required to design a series of tasks for each activity to be assessed on the day. This will be compiled into a programme of activities for the assessment and forwarded to an appointed moderator prior to the assessment day for verification. The activity session will include a range of practices, drills, small-sided and structured games to enable candidates to perform each of their chosen activities to the best of their ability (exemplars of assessment sessions are given in the Appendix).

Centres will be required to carry out the assessment of all activities within the timetabled programme of events. Each activity assessment will last between 20 and 30 minutes and candidates will be assessed on their performance 'on the day'. **The final assessment will be externally moderated by a visiting moderator.**

Analysis of performance

Candidates will be assessed by the centre on their knowledge and understanding of one of their chosen practical activities. Centres will be responsible for devising the assessment method. This may be through question and answer sessions, practical involvement or written evaluation. Candidates will be awarded one mark out of 10 in accordance with the Analysis of Performance Matrix.

Personal Exercise Programme

Candidates will be required to produce a Personal Exercise Programme based upon their investigation, evaluation and reporting of the set worksheets.

Marking criteria	Maximum mark
Accuracy and understanding of terms	1
Collection and recording of information	5
Using information collected	2
Organisation of the plan	2

Practical assessment criteria

Candidates will be given a mark out of 5 for each of their practical activities.

The assessment criteria relate to generic principles for activities groups which are linked to learning outcomes. Assessment of specific activities should be undertaken using the criteria outlined in the *GCSE Physical Education Coursework Guide*. All activities available for assessment (see page 5 for practical activities available) have an individual criteria matrix, which provides a 1–10 scale. This is an extension of the 1–5 scale outlined for the Entry level Certificate.

Assessment criteria

Rationale

The assessment criteria are designed in line with the GCSE practical assessment criteria which are on a 1–10 mark scale. The following assessment criteria are generic to the activity group. For specific sports, reference should be made to the specific sports assessment criteria which are available in the *Edexcel Teachers' Guide to the Assessment of Practical Activities*.

The generic assessment criteria give a mark scale up to 5. Candidates achieving a mark of 5 in more than one of their chosen activities will be above the expected ability level for the Certificate of Achievement, which is specifically for candidates below GCSE standard.

Entry level 1 Candidates will on average be attaining 1 or 2 marks.

Entry level 2 Candidates will on average be attaining 2 or 3 marks.

Entry level 3 Candidates will on average be attaining 3 or 4 marks.

Candidates averaging 4 marks or more will be of GCSE standard.

Activities and Activity Groups

Group A: Outwitting opponents (for example in games activities)

Amateur boxing	Handball	Polo
American football	Hurling/camogie	Roller/in-line hockey
Association football	Ice hockey	Rugby league
Badminton	Judo	Rugby union
Baseball*	Ju-jitsu	Rounders
Basketball	Karate	Softball
Cricket	Korfball	Squash
Fencing	Lacrosse	Table tennis
Field hockey	Lawn tennis	Tae kwon do
Gaelic football	Netball	Volleyball
* English or Welsh baseball		Water polo

Group B: Accurate replication of actions, phrases and sequences (for example in gymnastic activities)

Synchronised swimming

Trampolining

Gymnastics*

** For gymnastics, students must offer agilities (floor work) and vaulting, plus one other sequence of their choice. See the assessment criteria for gymnastics for further guidance.*

Group C: Exploring and communicating ideas, concepts and emotions (for example in dance activities)

Dance*

Ice dance

** Although a wide range of dance styles is acceptable (students may choose from any recognised style of dance, for example ballet, jazz, modern, tap) dance may be offered as only one practical activity. See the assessment criteria for dance for further guidance.*

Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy (for example in athletic activities)

Archery	Cross-country running	Lawn bowls
Athletics*	Cycling	Rowing
Clay pigeon shooting	Golf	Weightlifting
Competitive swimming		

** For athletics, students must offer three events taken from at least two groups (running events, jumping events or throwing events). See the assessment criteria for athletics for further guidance.*

Group E: Identifying and solving problems to overcome challenges of an adventurous nature (for example in outdoor and adventure activities)

Canoeing	Orienteering	Surfing
Climbing	Personal survival	Trekking
Horse riding	Sailing	Wakeboarding
Kayaking	Skiing	Water skiing
Lifesaving	Snowboarding	Windsurfing
Mountain biking		

Group F: Exercising safely and effectively to improve health and wellbeing (for example in fitness and health activities)

Fitness training

For fitness training, students must offer at least two of the following activities in combination:

- aerobics
- body pump
- circuit training
- continuous training
- interval training
- pilates
- weight training
- yoga.

Learning outcomes – Analysis of Performance

	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Analysis of Performance	<ul style="list-style-type: none"> • have been introduced to the rules of the activity • have an understanding of basic terminology associated with the activity • be able to identify incorrect actions • be able to identify a high level of performance. • know that a PEP has been produced 	<ul style="list-style-type: none"> • have knowledge of fundamental rules • make use of simple terminology • recognise an incorrect action and highlight basic weaknesses • evaluate an incorrect action to a very limited level • be able to link practice to improved performance • be able to identify basic elements of technique in an action • use basic evidence from their own PEP. 	<ul style="list-style-type: none"> • have a wider knowledge of fundamental rules • display an understanding of simple terminology • identify and highlight basic strengths in an action • evaluate the outcomes of poor actions and link to basic strategies • be able to plan simple practices to improve basic skills • appreciate what the desired performance should look like • be able to show evidence from their own PEP.

Learning outcomes – Personal Exercise Programme

	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Personal Exercise Programme	<ul style="list-style-type: none"> • recognise the value of physical activity • recognise the value of involvement in sport • recognise the different requirements of activity • recognise the effects of socially unacceptable drugs on health • recognise the importance of cleanliness and personal hygiene. 	<ul style="list-style-type: none"> • understand the importance of fitness • understand the links between health and fitness • be able to identify methods of involvement in physical activity • understand the effects of socially unacceptable drugs on health • appreciate a balanced diet. 	<ul style="list-style-type: none"> • be able to evaluate levels of fitness • have an understanding of the components of fitness • identify sporting activities that improve areas of fitness • appreciate the effects of exercise on the body's systems • appreciate the links between diet and exercise.

Specification requirements	
Entry level Certificate	Candidates offer for assessment four activities from at least two different activity groups
Analysis of performance	Analysis in one of the selected practical activities

Special notes
<p>To fulfil the requirements of the National Curriculum for England, centres need to offer activities from at least two different activity groups.</p> <p>For information on fulfilling the requirements for the National Curriculum for Wales and Northern Ireland, centres should refer to the National Curriculum documents for each.</p>
<p>Candidates cannot offer both:</p> <ul style="list-style-type: none"> • Camogie <i>and</i> hurling • Judo <i>and</i> ju-jitsu • Karate <i>and</i> tae kwon do • Lifesaving <i>and</i> personal survival • Netball <i>and</i> korfball • Orienteering <i>and</i> trekking • Roller hockey <i>and</i> in-line hockey • Roller/in-line hockey <i>and</i> ice hockey • Rugby league <i>and</i> rugby union • Skiing <i>and</i> snowboarding • Wakeboarding <i>and</i> water skiing • Yoga <i>and</i> pilates (as part of fitness training)
<p>Not all candidates from a centre need to offer the same activities.</p>

Availability of external assessment

Assessment will be available each summer.

Progression and prior learning

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study into GCSE and GCSE (Short Course) in Physical Education.

Information technology

When producing work for the Pearson Edexcel Entry level Certificate in Physical Education candidates will have numerous opportunities to use Information and Communication Technology (ICT). The internet etc could be used to collect information. Documents could be produced using relevant software packages and images may be included in those documents.

The candidate may be asked to keep a record of information and evidence gathered for their PEP using a spreadsheet and/or database.

Application of number

The testing and evaluation over a period of time of a candidate's own fitness and of others in the group could provide data for this key skill. The candidate can then make comparisons with national norms and candidates within the group.

Scheme of assessment

Overview

The certificate has three awards:

- Entry level 1
- Entry level 2
- Entry level 3

The levels will be based on a candidate's accumulated score from the four elements of the course.

Practical assessment during the course	20 marks
Analysis of performance	10 marks
Personal Exercise Programme	10 marks
Final practical assessment	20 marks

To achieve the award, candidates must complete all components of the qualification and gain the relevant number of marks.

Entry level 1	10–19 marks
Entry level 2	20–39 marks
Entry level 3	40+ marks

The assessment of the course will provide for 50% internal marking and 50% externally assessed accreditation.

Assessment design

ELEMENT	DESIGN	MARKING	TOTAL MARKS	ASSESSMENT	WEIGHTING
Practical coursework	Four activities performed over a programme of timetable coursework.	Each activity marked to a maximum of 5 by the centre.	20	Internal	50%
Analysis of performance	An evaluation of one activity undertaken.	One activity marked out of 10 by the centre.	10	Internal/External sampled	
Personal Exercise Programme	A written project based upon externally set worksheets.	Each worksheet marked by the centre and moderated by Edexcel.	10	Internal/External sampled	50%
Final practical assessment	Four activities performed 'on the day' at a centre-arranged assessment day. Centres will design the tasks and submit them to the board for verification.	Each activity marked to a maximum of 5 by the centre and moderated by the Visiting Moderator appointed by Edexcel.	20	External	

Assessment of the analysis of performance

The analysis of performance will be a centre-based assessment. It is designed to assess candidates' ability to plan, perform and evaluate activities as required in Key Stage 3. The centre will be responsible for producing a programme which enables candidates to develop these skills. Some suggested worksheets giving examples of the style of analysis are given.

The candidate will offer one of their chosen practical activities in which to undertake an analysis of performance. This will be assessed internally although it will be sample-moderated in the final practical assessment. The sample moderation will take the form of a short question and answer session undertaken by the teacher-examiner.

Centres may assess a candidate's understanding in whatever way they feel best demonstrates the candidate's knowledge. This may be by written documentation, verbal analysis, practical demonstration or a combination of these. The mark out of 10 awarded will reflect the candidate's level of knowledge as determined by the analysis of performance matrix.

Candidates will be awarded a mark out of 10 in accordance with the *Assessment Matrix*. This is a progressive matrix and relates to the criteria for GCSE as well. Candidates on level 1 will be in the 1–2 band. Candidates on level 2 will be within the 1–2 and 3–4 bands. Candidates on level 3 will be in the 3–5 band.

Analysis of performance matrix

	Level 1–2	Level 3–4	Level 5–6	Level 7–8	Level 9–10
Rules/laws of the game	Where applicable, the candidate may not know or may get the rules of competition wrong.	The candidate shows a knowledge of the basic rules.	The candidate demonstrates a sound knowledge of the rules, but may falter on the more complex rules/laws of the game.	The candidate shows a clear knowledge of the rules of competition.	The candidate demonstrates a clear understanding of the rules of competition and can apply them as player and referee/judge.
Terminology and tactics	The candidate does not use the appropriate technical terms.	The candidate makes use of simple terminology of the activity, but may require some leading from the teacher or moderator.	The candidate has an understanding of the basic terminology/tactics but falters on the more technical aspects.	The candidate uses the correct terms but may need some prompting from the teacher/moderator. Can apply tactical principles to situations.	The candidate shows a clear understanding of the correct technical terms and has excellent appreciation of tactical situations.
Recognising strengths and weaknesses	The candidate does not recognise the strengths or limitations of other performers.	The candidate can identify only the very basic strengths/weaknesses in a performance.	The candidate can assess performances and compare one with another, indicating strengths and weaknesses, but may need help/prompting from the teacher/moderator.	The candidate can assess the strengths and limitations of performances for a variety of situations/skills/movements.	The candidate can clearly recognise both the strengths and weaknesses of the performance.

Analysis of performance matrix (continued)

	Level 1–2	Level 3–4	Level 5–6	Level 7–8	Level 9–10
Analysis/evaluation	The candidate performs an incomplete and/or incorrect analysis.	The candidate describes what the performer has done rather than explaining the performance or suggesting ways to improve.	When prompted, the candidate can use this information to evaluate the work of others and is able to analyse simple, but not technical, movements or strategies.	The candidate will analyse and evaluate a performance accurately and will link elements of the analysis to suggest improvements.	The candidate analyses a performance accurately. A detailed evaluation will link all aspects of the analysis into a comprehensive and detailed report.
Planning practices and training	The candidate is unable to plan skill-based practices or simple training sessions with little knowledge of their PEP.	With some direction, can plan simple practices to improve skill and/or team performance and may offer basic evidence from their PEP.	The candidate can plan simple practices to improve basic skills and can show some evidence from their PEP.	The candidate can suggest some simple ways to improve both fitness and performance, but with prompting can plan activities to a higher level.	The candidate has a good knowledge of practices/training methods to improve their performance.
The perfect model	The candidate has little or no idea of the perfect model.	The candidate can offer some indication of what the skill/performance should look like.	The candidate can identify some aspects of the perfect model, but even with help does not know it fully.	The candidate has an idea of the perfect model and can give a good explanation of it.	The candidate has a clear idea of what they understand as the perfect model and can discuss it.

Moderation

Internal moderation

Teachers' marking must be standardised across the centre by internal moderation. If more than one teacher is involved in assessment, it is essential that the standard of work expected for the award is agreed and moderated by the centre before submission to Edexcel. Internal moderation must include records to show that candidates have met the assessment criteria at the level specified.

External moderation

For the final practical assessment a moderator will be appointed to a centre and will agree a date with the centre for their visit. Centres will be required to construct a timetable for the assessment day and to devise a series of tasks for each activity to enable candidates to demonstrate the appropriate techniques to the best of their ability. The moderator will sample-moderate a cohort of candidates in a minimum of four activities. The moderation will be carried out between the beginning of March and early May.

The Personal Exercise Programme will be externally moderated. The candidates' work will be marked internally and a sample of work must be available for moderation by the visiting moderator on the day of their visit. Visiting moderators will be required to discuss the PEPs with a range of candidates during the visit.

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's UK Information Manual, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com.

Classification code

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

The centre assessor and/or centre examinations officer may exercise their own discretion in providing reasonable support to Entry Level Certificate students with particular access requirements. Useful information is given in the regulations and guidance published annually by the Joint Council for Qualifications; permission from Edexcel is not required for access arrangements deemed to be necessary for individual students.

Please see the Joint Council for Qualifications website (www.jcq.org.uk) for:

- the JCQ policy Access Arrangements, Reasonable Adjustments and Special Considerations.

Please see the Edexcel website (www.edexcel.com) for:

- any forms to submit for requests for access arrangements and special considerations
- dates for submission of relevant forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information on the Equality Act 2010.

Grade descriptions

Candidates will be graded on a 3-point scale which is comparable to National Curriculum levels as follows:

Entry level 1

Entry level 2

Entry level 3

An **Entry level 3** grade is leading into the requirements for a grade G at GCSE full course.

The performance descriptors below provide an indication of the level of achievement that a candidate has reached. These descriptions provide an overall assessment of a candidate's performance. Specific level indicators are given within the units of content throughout the specification. The overall performance will be a cumulative profile, with candidates performing better in some areas than others. However, to be considered for an award a candidate must have completed all elements of the course.

Performance descriptors

Entry level 1

Candidates show a simple understanding of the principles/rules/regulations of an activity. In a safe way they are able to plan and perform simple skills/sequences/routines for an activity session and handle equipment safely. They understand the need to practise in order to improve performance when working either alone or with others. They are developing their skills by exploring and making up activities and by expressing themselves imaginatively. They are able to make simple judgements on performance and, with guidance, are able to describe what is happening and suggest means of improvement. They are able to participate in sustained energetic activity and show a simple understanding of what is happening in their bodies when they are exercising.

Entry level 2

Candidates understand some of the basic principles/rules/regulations for the activity. They are able to plan simple tactics/strategies/routines in response to different environments. They are able to plan short sequences and compositions with a view to achieving a definite end result.

They are able to practise, adapt, improve and repeat longer and increasingly complex sequences of movement, and measure and compare results of their performance. They show an awareness of the importance of taking account of different levels of skill and understanding in order to work safely alone and with others. They make judgements of performances and suggest ways in which improvements may be achieved. They are able to sustain energetic activity over appropriate periods of time and show an understanding of what is happening to their bodies when they are exercising.

Candidates at this level have achieved the end of Key Stage 2 description and are working towards the end of Key Stage 3 description.

Entry level 3

Candidates are able to appreciate the necessity for rules and regulations of an activity. They are able to devise and adopt strategies for appropriate activities. They are also able to plan longer sequences or compositions and are able to envisage the finished product. They have increased their range of skills and can adapt and refine performance according to changing circumstances. They show an understanding of the functional and aesthetic qualities in their performance of specific skills although they may sometimes need support in achieving these consistently across activities. They are able to evaluate how well they and others have achieved what they set out to do and appreciate strengths and limitations. They are able to make observations and suggest ways of improving the quality and degree of difficulty of performance. They are able to prepare for, and recover from, particular activities.

Candidates at this level are working towards or have achieved the end of Key Stage 3 description.

The wider curriculum

Spiritual, moral, ethical, social and cultural issues

The specification will support individual candidates' spiritual development by offering a range of opportunities, which will challenge individual abilities and provide a basis for character development. A programme of activities which involves a range of experiences will allow candidates to reflect on their personal preferences and the ways that these may develop their character.

Through participation in a range of different practical activities, candidates will experience situations which necessitate the maintenance of fair play. Situations such as accepting officials' decisions without question, ensuring correct procedures are maintained or not feigning acts of foul play will serve to develop an appreciation of the value of honesty and the need to abide by the rules of the competition.

Candidates will also be introduced to responsibilities associated with leadership in roles such as a coach, captain and manager. These experiences will reinforce the need for honesty and fair play within the context of sport whereby the players are encouraged to participate to the full within the regulations of the event.

Sport is an institution which reflects the values of society in many ways. Through involvement in sport and the development of knowledge and understanding of factors affecting participation and performance, candidates will acquire an appreciation of the cultural importance of sport. At the same time, sport transects differing cultures and by experiencing a range of practical activities candidates will be able to reflect upon the multi-cultural nature of society.

Education for citizenship

Physical education provides a unique opportunity for individuals to work together in harmony. Competitive activity is distinctive in that players must abide by formal rules and regulations in order to conform to the requirements of the competition, whilst necessitating a respect for the position and role of officials and responsible bodies. Candidates will be taught an appreciation of the role of rules as an effective means of order to enable competition to be undertaken.

Through physical education, candidates will also develop an appreciation of the informal rules of working with others in a range of differing sporting activities.

Information and communication technology

The use of ICT within physical education provides candidates with an opportunity to advance their understanding of practical and theoretical elements of the specification.

Environmental education and health and safety education, and the European dimension

By experiencing a range of practical activities, candidates will be able to appreciate the role that the environment has in facilitating physical and recreation pursuits.

Centres will have the opportunity to incorporate Outdoor and Adventurous Activities into their teaching programme providing opportunities to experience and value the environment.

The essence of the physical education specification is to develop a candidate's knowledge and understanding of movement and exercise to support their health and well being. The specification will not only provide students with an increased awareness of their state of health through the development of a Personal Exercise Programme but will seek to instil values associated with maintaining a life-long healthy lifestyle.

The specification does not address physical education from a European dimension. Sport is a global institution, which not only involves all world cultures but also transgresses political boundaries. Consequently, the specification addresses issues from a universal perspective rather than from a specifically European dimension.

Appendix A – Examples of assessment sessions

The following are examples of the type of sessions which could be used by teachers to enable assessments to be made. These do not cover every activity. These examples are not prescriptive and teachers are free to devise their own. However, any sessions organised must reflect the demands of the syllabus and should be designed to allow candidates to demonstrate their full range of skills and abilities. Those devising sessions will also need to take account of the time available.

Association Football (Similar sessions could be devised for Hockey, Netball, Rugby and Lacrosse)
Control Place cones at random around grid (four squares) and ask candidates to dribble around cones, avoiding each other.
Passing Working across grid (10 metres), candidates to pass ball to each other, using inside and outside of both feet.
Passing for distance Using width of two grids, candidates vary pass along ground and show lofted pass (use of both feet).
Heading Across grid, one candidate picks up ball and hand-feeds to other candidate who heads to achieve accuracy and distance. First candidate controls ball, before repeating exercise.
Application of skills In groups of five, across grid, candidates follow a 'give and go' routine, showing one-touch passes, use of inside and outside of both feet. A group of five candidates plays 2 v 3 in four grids (bibs required for twos). Group of three tries to retain possession against group of two.
Game situation Using a full pitch (or full grid with cones as goalposts where there are fewer candidates), candidates display application to game of skills previously demonstrated. One team wears bibs. They demonstrate playing with normal rules, one-touch play or two-touch play according to ability.

Basketball

Warm-up

Dribble in confined space avoiding other players/obstructions. (Skills such as spin turns/pushing the ball through legs can be demonstrated as appropriate.)

Skills

(a) Candidates split into two lines to show pass/movement/receiving for both chest and bounce passes. See Figure 1.

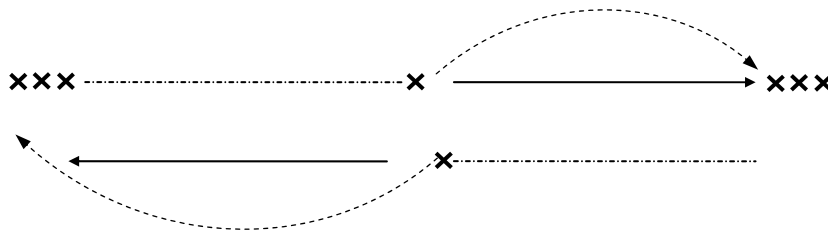


Figure 1

(b) Lay up drills: (i) from strong side (ii) from weak side where appropriate. This also allows candidates to show rebound skills. See Figure 2.

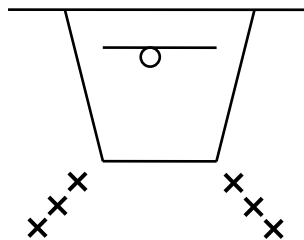


Figure 2

(c) Dribble to edge of zone, STOP, shoot using appropriate method.

Netball

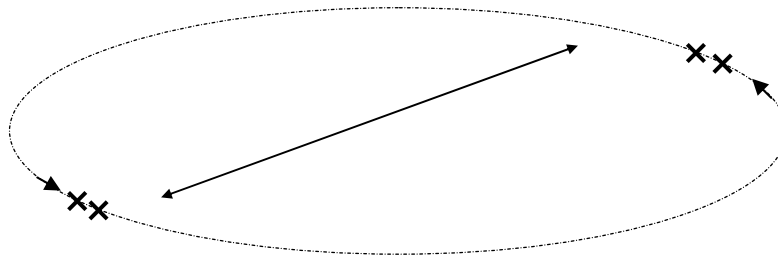
Warm-up

General warm-up – passing, footwork, etc.

Passing

In pairs, 2 or 3 minutes on basic passing and catching, showing variety, control, arm extension, one-handed catching, etc.

Pass and move – line practice – throwing and following the ball (give and go).



Game situation

2 v 2 passing game in limited area: showing footwork, dodging.

If time: half court work: centre pass drill, back line pass, patterns of play.

Full game. Allow all players the opportunity to show their favoured position.

Hockey

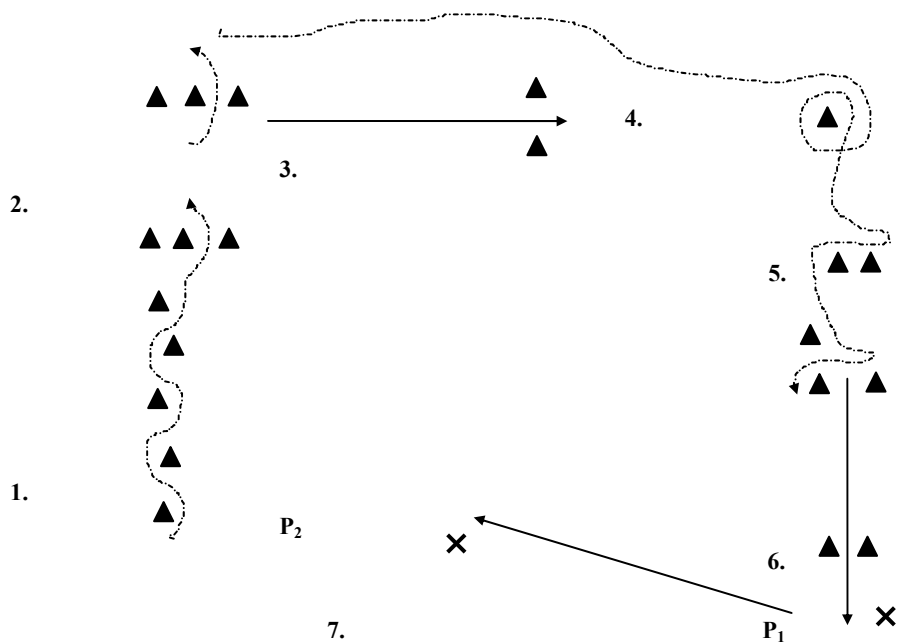
Warm-up

Candidates in line(s), first one dribbles 10 m to a cone, round the cone, passes the ball back to the next in line and runs to the back of the line – repeat.

Skills circuit

This allows candidates to perform a range of techniques. Pressure may be introduced through timing and/or scoring.

(a) Skills circuit



Set up circuit, eg as illustrated.

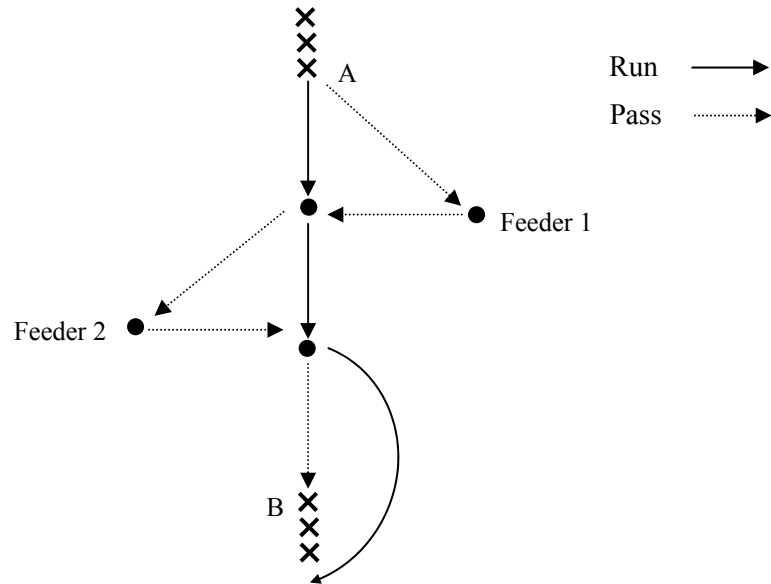
Key:

- 1 Dribble in and out of cones.
- 2 Scoop ball over markers (twice).
- 3 Push pass and follow through gate.
- 4 Dribble around cone.
- 5 Beat a defender (markers) face on (twice).
- 6 Hit or slap-push through markers to waiting player P₁.
- 7 P₁ passes (push) to P₂ who shows correct stopping (receiving).

Hockey (continued)

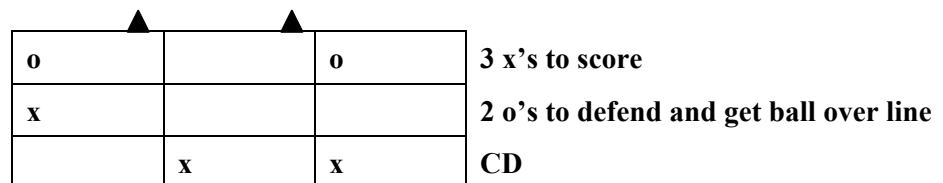
(b) Passing

A passes to Feeder 1 who blocks the ball back square, A collects and passes to Feeder 2 who blocks the ball back square. A collects, Feeder 2 passes the ball to B and runs to the back of the B line.



(c) Play 3 v 2 in a restricted area, eg 3 x 3 grid squares; 3 to score – 2 to defend; and return to starting line.

Aim: i) for 3 to show passing, particularly straight and square and support off ball
ii) for 2 to show tackling and covering in defence and channelling.



Game situation

5 v 5 on a small pitch.

NB: Specialist practices for goalkeepers should be addressed, eg facing penalty strokes.

Cricket

Batting

Ball is fed from 5 m. Candidate demonstrates ability to play forward and backward defensive strokes. Candidate could be given opportunity to play a full range of strokes from a variety of deliveries.

Bowling

Candidates demonstrate variety of grips appropriate to type of ball to be bowled. Candidates demonstrate bowling at different speeds.

Fielding

Ball could be thrown/rolled to each candidate who should stop it and return it to wicket.

Candidates demonstrate a variety of fielding techniques including throwing ball for a catch, a run and stop. Candidates run in to meet oncoming ball.

Candidates demonstrate wicket-keeping skills.

Game situation

Candidates display application to game of skills previously demonstrated plus understanding of tactics.

Volleyball

Set

Candidates work in pairs, with one ball between two. They volley or set ball to each other, attempting to keep it in the air.

Dig

In pairs, candidates hand-feed ball to partner.

Smash/spike

With net lowered as necessary, candidates hand-feed ball to enable partner to spike.

Service

Candidates work in pairs with one person on each side of net. Candidates take turns to serve, demonstrating underarm service and, for more able candidates, tennis or windmill service.

Game situation

Candidates display application to game and/or 3 v 3 situation of skills previously demonstrated plus understanding of individual and team tactics, ability to cover areas of court and support other members of team.

Badminton

(Similar sessions could be devised for Tennis, Table Tennis and Squash)

Warm-up

Candidates work in pairs, each in half the court.

Strokes

- Candidates demonstrate clears in pairs.
- Drop shot to net and lift return (continue if possible).
- High feed, smash then block.
- Low serve/receive.

Game situation

- Half court singles.
- Doubles where appropriate.

Candidates organise games and keep scores, demonstrating an understanding of tactics as well as the ability to select a doubles formation and show its requirements, plus the ability to concentrate and work with a partner until completion of rally.

Tennis

(Similar sessions could be devised for Table Tennis)

Warm-up

Candidates work in pairs in half a court maintaining a rally.

Strokes

Candidates should work in pairs in half a court demonstrating:

- forehand and background drives
- drives and volleys
- lobs and smashes
- serves
- three-ball feed routine. The feeder has three balls; the first ball is fed so partner can return it using a drive from the base line; the second ball is fed for an approach shot; and the third ball is fed so it can be returned.

Game situation

Candidates organise games and keep scores, demonstrating an understanding of tactics as well as the ability to select a doubles formation and show its requirements, plus the ability to concentrate and work with a partner until completion of rally.

- half court singles
- doubles where appropriate.

Squash

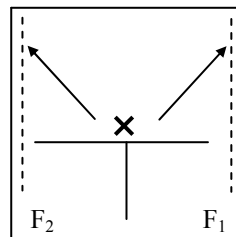
Warm-up

One ball each, rallying to self down the side, change sides to demonstrate both forehand and backhand.

Strokes

- (a) In threes, one candidate (X) in the T, one feeder on either side near side wall (see Figure 1) so worker can alternate forehand and backhand demonstrating:
- (1) drives/lobs;
 - (2) volleys.

Figure 1



- (b) In twos, drive boast routine. NB: Some candidates will have to give simple X court drives for their partners to demonstrate a boast.
- (c) Stroke routine:
- (i) drive, boast, drop
 - (ii) drive, boast, drop, cross-court lob.

Game situation

Candidates should be able to organise games and keep scores.

More able candidates should mark/referee games.

Gymnastics

Warm-up

Candidates warm up before each session.

Agilities

Candidates perform set routine according to ability.

Candidates demonstrate selected individual agilities. Less able candidates must not attempt movements which are too difficult for them.

Floor work

Each candidate performs his/her Olympic/Education routine.

Vaulting

Each candidate has two attempts to perform two different vaults.

Apparatus

Each candidate performs a routine on selected apparatus.

Swimming

Warm-up

Candidates have sufficient time to warm up before the session.

Strokes

In groups of five or six, candidates demonstrate as many of three strokes as they can, up to a length of 25 m per stroke.

Candidates demonstrate various methods of starting, turning and finishing (in isolation from stroke as necessary).

Personal survival

Candidates demonstrate:

- entry into water fully clothed
- swimming 25 m
- HELP
- ability to use float for support
- swimming 100 m
- treading water
- climbing unassisted out of deep end.

Athletics

(Some suggestions for the session)

Warm-up

Candidates carry out a cardiovascular warm-up and stretches suitable for specific events.

Events

Middle/long distance event – either first or last? Or both!

Events can then be spread according to which areas are being offered, eg candidates offering relay running and sprinting/hurdling start with the relay and then go straight into their sprinting, eg in pairs, at one take-over box, set out check marks. Runner 1 runs in from 30/40 m, exchange, runner 2 runs out 30/40 m. Change over or repeat if necessary.

Short rest while other relay runners work – sprinters/hurdlers run then – set out long/triple jump run-ups while throwers take their throws. Throwers take three consecutive throws and measure best throw. Change event. Rest while others throw, then take three throws second event. Measure best throw.

Long/triple jumpers take three consecutive jumps and measure best jump.

High/pole take their jumps.

Middle/long distance event.

Appropriate cool-down.

Golf
Shots from the tee Medium irons Woods Long irons
Short game played to the green Chipping Pitch and run Bunker shots
Fairway shots Medium irons Woods Long irons
From the rough Irons Woods
Putting Long Short
Game Play 3 holes

