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# Coursework Guidelines

**Cambridge International AS Level  
Physical Education  
9396**

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## Introduction

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This Coursework Guidelines booklet is essential for Centres assessing AS Level Physical Education Coursework (9396/02) and contains important guidance, requirements and criteria to be used for assessment. Centres **must** ensure that they are fully familiar with the booklet when planning to teach the course, otherwise Centres could potentially disadvantage their candidates. There is a separate Coursework Guidelines booklet for A2 Physical Education Coursework (9396/04).

The performance of practical activities is a central and integral part of the course. Wherever possible, in the delivery of the course, theory is related to practice and practice related to theory. This approach enables candidates to appreciate, as well as to apply, the theoretical concepts.

Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning. The selection should be influenced by:

- interests, stages of development and abilities of candidates
- teaching resources and the expertise of staff
- facilities and equipment
- time
- candidate numbers

Candidates may use external facilities and local clubs but, in the latter case, the Centre must retain the responsibility for monitoring the work and for its assessment and standardisation.

Centres should assess candidates' performances in their chosen practical activities throughout the course. Filming candidates and recording performance times/distances throughout the duration of the AS course will enable candidates' best work/performance times/distances to be selected, allow candidates to monitor their achievements, and ensure that if injury/illness occurs, records for the candidate will be available.

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## AS Coursework Assessment

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Candidates are assessed on their:

- performances in two different practical activities chosen from two of the eleven different activity categories. The assessment of performance will take place in conditioned competitive situations (e.g. small sided games) or prescribed situations (e.g. trampolining).
- written action plan, where they design, explain and follow a written action plan for improvement in one of their two activities.

Each activity is marked out of 30, for a maximum total mark of 60 for the two practical activities.

The Action Plan is marked out of 30.

A final mark out of 90 is thus arrived at for the AS Coursework component.

The assessment is divided and weighted as follows:

Performance 20% of the AS level

Action Plan 10% of the AS level

**The assessment of all aspects of Coursework is the responsibility of one person, usually the Head of Physical Education or equivalent. They must not only oversee the process, but ensure that there is internal standardisation across the Centre's different assessments and all the staff involved in the assessments.**

It is **not** permissible to submit the same DVD evidence for AS and A2 Coursework assessment because the assessments are carried out in different contexts. At AS level, assessment is within conditioned competitive situations or prescribed conditions, whereas at A2 level it is within a formal competitive situation in the open environment.

## Practical Activity Categories

At AS level, candidates are assessed in **two different** practical activities which are chosen from **two of the eleven** different activity categories described below.

1	Athletic Activities	Cross Country Running, Track and Field Athletics, Track Cycling, Triathlon
2	Fitness Activities	Weight Training
3	Combat Activities	Judo, Karate (non-contact)
4	Dance Activities	Various styles
5	Invasion Games	Association Football, Basketball, Field Hockey, Goalball, Handball, In-line Hockey, Lacrosse, Netball, Rugby League, Rugby Union, Water Polo
6	Net/Wall Games	Badminton, Squash, Table Tennis, Tennis, Volleyball
7	Striking/Fielding Games	Baseball, Cricket, Rounders, Softball
8	Target Activities	Archery, Flat Green Bowling, Golf
9	Gymnastic Activities	Gymnastics (Floor and Vaulting), Individual Ice (figure) Skating, Rhythmic Gymnastics, Trampolining
10	Outdoor and Adventurous Activities	Canoeing, Horse Riding (dressage/cross-country/ show jumping/ three-day eventing), Mountain Biking, Mountain/Hill Walking with Campcraft or Hostelling, Orienteering, Rock Climbing, Rowing and Sculling, Sailing, Skiing, Snowboarding, Windsurfing
11	Swimming	Competitive Swimming, Life Saving, Personal Survival

The activities within the Coursework place candidates in physically demanding situations. **Centres should ensure that candidates are medically capable of coping with this. Where doubt exists, medical advice should be sought. Candidates should also be competent to take part in these practical activities.**

**Each of the practical activities offered to candidates should be carried out in accordance with the recommendations for safe practice in Physical Education and recommendations from the national governing bodies.** One textbook that Centres may find helpful is *Safe Practice in Physical Education and School Sport* (2012), ISBN: 978-1-905540945 produced by the Association for Physical Education in the UK.

## Performance Assessment

At AS level, candidates are assessed on their ability to select and perform patterned specific movements consistently, accurately and with control and fluency. For each physical activity, acquired and developed skills have identified phases. These acquired and developed skills are assessed in conditioned, competitive situations (e.g. small sided games and/or limiting size/space of playing area) which generate tasks of suitable pitch and challenge or in prescribed conditions for specific activities (e.g. in Outdoor and Adventurous activities). Examples of conditioned, competitive situations for some game activities have been provided in the relevant sections. However, Centres may devise their own suitable conditioned competitive situations, details of which should be provided to the external Moderator.

The conditioned, competitive situations should generate tasks of appropriate pitch and challenge which:

- focus on the range of basic and advanced, applied and acquired skills to be assessed
- are structured to enable candidates to demonstrate awareness of tactics and strategies/choreography/composition
- enable candidates to be placed in a rank order in terms of ability.

Many of these conditioned situations will be adapted small game situations. This might be as simple as 2 v 2. More often it will involve greater numbers, for example 5 v 3, to allow the skills to be demonstrated. Candidates can demonstrate skills in situations where the normal game conditions are changed. These can be non-tackle rules, protected space, etc.

Simple drills which enable candidates to demonstrate and repeat specific skills without external interference can be useful to help in the rank ordering of candidates. Drills can be advanced by increasing the outcome/result of the skill (e.g. increasing the distance of a pass), reducing the time to perform by reducing the available space, or by increasing the level of opposition.

Activities can be assessed both within the Centre and at external venues under the guidance and supervision of Centre staff.

## Criteria for Assessment of Performance

Assessment is through banded performance criteria that are split into five levels. Candidates should be assessed on the:

- level of acquired and developed skills and their application in the performance
- level of the selection and application of more advanced techniques and their accuracy, control and fluency under competitive pressure
- level of their understanding of the requirements as illustrated by their use of tactics and strategies
- overall level of the performance in the conditioned competitive situations and its demonstration of knowledge and understanding.

Centres **must** use the criteria provided in this Coursework Guidelines booklet to assess their candidates. Centres **must not** devise their own marking schemes allocating specific marks to specific descriptors. The overall assessment is determined by the candidate's ability to meet the range of descriptors.



## DVD Evidence for the Assessment of Performance

The DVD evidence, together with Coursework documentation, is used by the external Moderator as evidence to check on the standard of assessment. It is therefore important that Centres take great care in producing and checking the DVD evidence, ensuring it accurately shows the performance levels achieved by candidates. **Centres could potentially disadvantage their candidates by producing DVD evidence which is either of low quality or does not provide the right level of evidence to justify the marks awarded.**

The following general guidelines apply:

1. All Centres must provide DVD evidence in each practical activity. Each activity should be about five to ten minutes in duration.
2. All candidates assessed in an activity should be filmed together and not individually. A minimum of **five** candidates, representing the full range of marks awarded, should be sampled. (Where less than five candidates undertake a particular activity, all should be sampled.) Centres may identify more candidates when it is easy to film the whole group.
3. Use as few DVD discs as possible, which must all be of a standard size and not 'region restricted'.
4. Insert 'chapters' to aid navigation to each activity. A title menu is useful.
5. DVDs should be identified by number and with the activities that are filmed. (Do not stick labels onto DVDs as this can cause DVD player damage.)
6. DVD **must** be viewable in Windows Media Player, VLC or QuickTime.
7. Centres must avoid formats which break down the film into very short clips, which can be the situation with VLC and QuickTime.
8. All candidates should be identified, on the front and back, by large numbered bibs or clearly numbered T-shirts. Candidates can be identified by captions but their identifiers **must** be written onto the activity Rank Order Assessment Forms. The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a monitor.
9. It is useful if candidates wear the same candidate identifier across the range of activities that are filmed (where they participate) as this helps familiarisation by the moderator.
10. The best aspects of the performances should be shown. The film should provide evidence to support the awarded mark. So a level 1 candidate will demonstrate a much higher skill ability and type than a level 3 candidate and should be filmed demonstrating skills and abilities that enable them to be identified as such.
11. Film angles, and therefore the view, should allow the following to be seen:
  - candidate identifier at all times (which may affect the choice of identifier) on front and back
  - the execution of skills
  - the outcome (e.g. the result of a tennis serve, bowl in cricket, etc.)
  - the interaction in conditioned team situations, e.g. marking in netball.
12. Background commentary to assist candidate identification or explanation of skills is particularly helpful. Centres are urged to avoid pupil comments, background discussions, shouts of praise and, if possible, wind noise which sometimes makes commentaries difficult to hear.

**Centres must check DVD evidence prior to dispatch to ensure that the evidence is appropriate and suitable to support the marks awarded.**

## Planning the filming

In order to produce the best filmed evidence of candidates' performances, the teachers compiling the film evidence need to plan the filming.

1. The teacher should plan the date(s) and prepare for the filming bearing in mind that filming can be interrupted by the weather and other school events.
2. The candidates selected for the filmed activities need to be prepared for the occasion. They should practice the skills to be filmed before the day of filming. During this practice, the teacher can then see where the best positions might be for placing the camera when filming each skill. There should be no distractions from other candidates not involved in the filmed activities.
3. The best filmed results occur when one teacher films the practical skill whilst another teacher organises the candidates and the practices/activities. It is not appropriate for candidates to be undertaking the filming.
4. The DVD evidence for indoor activities should be filmed in good light.
5. Accompanying notes should be provided, particularly when there is no commentary. An accurate description of how well candidates are performing should be given.

## Internal Standardisation

This process is essential in achieving comparable marking across all activities that have been submitted for assessment by the Centre. Each Centre is required to standardise assessment across different activities to ensure that all candidates have been judged against the same standards and, therefore, fairly assessed. This is particularly important when more than one teacher has been involved with assessment.

As an example, if a performance in netball is better than a performance in windsurfing, then the assessment should reflect the level achieved and the difference in performance. This process of internal standardisation must be finalised for all activities before marks are submitted for external moderation.

The person who signs the Coursework Summary Assessment Form has the responsibility to ensure that all marks are valid, internally standardised, rubric compliant and authenticated. This is often the Head of Physical Education. An independent person should also sign the form to verify the marks.

## External Moderation

All Coursework is marked and internally standardised by the Centre. Coursework evidence of candidates' performances in practical activities, together with Action Plans and all assessment forms, are then submitted to Cambridge for external moderation.

The purpose of the moderation is to ensure that the standard for the award of marks in Coursework is the same for each Centre and that each teacher has applied the standard appropriately across the range of candidates within that Centre.

Centres will be expected to provide recorded evidence of performance of a sample of at least **five** candidates from across the ability range in **each** of the practical activities offered by the Centre. If there are fewer than five candidates in any activity, then all candidates should be included on the DVD evidence. A sample of **10** Action Plans should be submitted for external moderation.

Marks, DVD and Coursework documentary evidence should be with Cambridge by **30th October** for the November examination series.

## Assessment Forms

There are a range of Coursework assessment forms to use to enable Centres to provide detailed information about Coursework assessment. The forms are:

- Rank Order Assessment Forms
  - Generic form for assessing the majority of activities (G)
  - Activity Specific forms for assessing specific activities (S)
  - Action Plan form
- Action Plan Cover Sheet
- Coursework Summary Assessment Form.

Centres must complete a Rank Order Assessment Form for each practical activity in rank order with the most able candidate with the highest mark at the top of the form and the least able candidate with the lowest mark at the bottom of the form. Male and female candidates should be listed in separate rank orders; they can, however, appear on the same form, separately, if numbers and space allows.

The Action Plan Rank Order Assessment Form should also be completed in rank order but male and female candidates should be ranked together. There is an Action Plan Cover Sheet which must be attached to the front of each Action Plan.

The Coursework Summary Assessment Form must be completed in candidate number order and include marks for all the candidates' assessments for each of their two practical activities and their Action Plan.

The relevant forms must be completed and submitted for external moderation. The Assessment Forms can be found in **Appendix A**.

## Submissions for External Moderation and Deadline

The deadline for submitting DVD evidence and Coursework documentation is **30 October** for the November examination session. However earlier submission, where possible, would be appreciated. The following must be included:

- EDI or MS1 marks
- Coursework Assessment Summary Form
- Practical Activity Rank Order Assessment Forms
- Action Plan Rank Order Assessment Form
- Action Plans with Cover Sheets (up to 10)
- DVD evidence of performances in practical activities
- Any supporting documentary evidence, e.g. hill walking log books, representative levels, etc.
- Coursework Dispatch Sheet

## Packaging

Once the DVD evidence has been checked for any flaws/problems and is considered clear enough for moderation, the name and number of the Centre, examination session and date of filming should be clearly written, using a suitable pen, on the top of the DVD. Centres should retain a copy of the DVD as transit damage can occur and Centres can be asked for replacement DVDs. Please do not stick labels on the top of the DVD as they cause problems in computers. The DVD should be placed into a DVD holder and then carefully packaged (bubble wrap is ideal). All the necessary documentation, including all assessment forms, should be included along with the DVD evidence.

Centres are requested **not to use plastic wallets** to package up different sections of the Coursework.

## Minimum Coursework Requirements

If a candidate submits no Coursework, then the candidate should be indicated as being absent. If a candidate completes any Coursework at all, the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

## Special Arrangements and Special Consideration

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the procedures which can be found in the *Handbook for Centres*. In such cases advice should be sought from Cambridge as early as possible during the course.

Centres are advised to retain video evidence of candidate's periodic assessment during the course of study in case of injury.

## Bibliography

There are many titles on the market for each of the assessed activities. Centres are advised to select those that include coaching points, strategies and rules. The organisational/administrative aspects are found in publications obtainable directly from governing bodies.

For each of the practical activities it is recommended that candidates should have access to the following texts:

- governing body handbook publications covering:
  - rules/laws of the activity
  - safety regulations
  - administration and promotion of the activity
- relevant maps and guides
- a text covering the techniques, tactics and training methods
- information/guidelines on safe practice in Physical Education.

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## Action Plan

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Candidates are required to design, explain and complete a detailed ten week action plan for improvement in **one** of their activities. The Action Plan must be on one of the two activities that the candidate has submitted for their AS Coursework.

As a result of their evaluation of the strengths and weaknesses of their own performance, candidates should design and complete an action plan for improvement of their performance in the chosen activity.

Candidates should work to improve all aspects that contribute to their performance. These aspects will include, where appropriate, techniques, tactics, and fitness depending on the activity. Candidates should include at least two of these aspects to achieve marks in the upper two levels.

The action plan should cover all of the following aspects:

- assessment of strengths and weaknesses with justifications
- analysis of elements to be improved (techniques/tactics/fitness)
- clear, realistic, achievable goals
- ten week plan to achieve goals applying recognised training principles
- recording the plan, weekly, throughout ten weeks
- evaluation of the effectiveness of the action plan.

This action plan should be put into place for a minimum of ten weeks, and a record maintained.

The action plan is marked out of 30 using the banded assessment criteria. Marks should be recorded on the Action Plan Rank Order Assessment Form. This is the only Rank Order where males and females are recorded together.

The Action Plan Cover Sheet must be completed and attached to the front of the candidates' work.

The action plan must be a written document not exceeding 20 sides of A4.

Centres are required to submit a sample of ten Action Plans representing the mark range at the Centre. Where the entry is less than ten, then all the Action Plans should be submitted for external moderation.

**For 2014 onwards, it will not be possible for candidates to complete an Action Plan on Weight Training because this activity already includes a focus on improvement. There are some activities that are less suited to producing an Action Plan. The Action Plan must be designed by the candidate and not a programme produced by a coach/club.**

## Action Plan: Criteria for Assessment

Marks	Description
25–30	<ul style="list-style-type: none"> <li>The candidate shows an excellent understanding of the strengths and weaknesses of their performance.</li> <li>The candidate shows an excellent understanding of how to plan a training programme to improve the performance.</li> <li>The candidate has set out clear, realistic, achievable goals from different aspects of performance such as skills, tactics and fitness. An accurate time scale is given for improvement.</li> <li>The method given to achieve the goals is based upon recognised training principles, appropriate exercises, recognised strategies and training techniques.</li> <li>The recording of the plan is full and accurate.</li> <li>The candidate is able to make excellent comment on the success of the action plan, and is able to give excellent reasons for the outcome of the plan.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>The candidate shows a good understanding of the strengths and weaknesses of their performance.</li> <li>The candidate shows a good understanding of how to plan a training programme to improve the performance.</li> <li>The candidate has set out achievable goals from different aspects of performance. A time scale is given for improvement.</li> <li>The method given to achieve the goals is based upon recognised training principles, appropriate exercises, strategies and training techniques.</li> <li>The recording of the plan is accurate.</li> <li>The candidate is able to make good comment on the success of the action plan, and is able to give good reasons for the outcome of the plan.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>The candidate shows an adequate understanding of the strengths and weaknesses of their performance.</li> <li>The candidate shows an adequate understanding of how to plan a training programme to improve the performance.</li> <li>The candidate has set out goals, and a time scale is given for improvement.</li> <li>The method given to achieve the goals is based on training principles, exercises, strategies and training techniques which may lead to improvement in performance.</li> <li>The recording of the plan is sound.</li> <li>The candidate is able to make adequate comment on the success of the action plan, and is able to give reasons for the outcome of the plan.</li> </ul>

7–12	<ul style="list-style-type: none"><li>• The candidate shows a moderate understanding of the strengths and weaknesses of their performance.</li><li>• The candidate shows a moderate understanding of how to plan a training programme to improve the performance.</li><li>• The candidate has set out some goals and a time scale for improvement.</li><li>• Some of the methods given are based on recognised training principles, exercises, and strategies and training techniques.</li><li>• The recording of the plan is brief.</li><li>• The candidate is able to make some comment on the result of the plan.</li></ul>
0–6	<ul style="list-style-type: none"><li>• The candidate shows a limited understanding of the strengths and weaknesses of their performance.</li><li>• The candidate shows a limited understanding of how to plan a training programme to improve the performance.</li><li>• The candidate has set out some vague goals and a vague time scale for improvement.</li><li>• The programme set out shows a limited understanding of training principles, exercises, and strategies and training techniques.</li><li>• The recording of the plan is limited.</li><li>• The candidate is able to make limited comment on the result of the plan.</li></ul>

## Activity Categories and Assessment Criteria at AS

### Athletic Activities (AS)

Cross Country Running  
Track and Field Athletics  
Track Cycling  
Triathlon

### Cross Country Running (AS)

Assessment is based on performance in conditioned situations where the candidate performs the acquired and developed skills, and in the prescribed completion of a 5 km (males) and 4 km (females) run to show overall efficiency. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- posture
- leg action
- arm action
- head carriage
- overall efficiency

#### Suggestions/exemplars for conditioned situations

##### A situation to maintain pace on inclines

This condition can be filmed and assessment based on technique and maintenance of pace as listed in the movement phases.

##### A situation to judge pace running

The second condition will need the candidate running a number of set distances which are continuous, and the time for each section being recorded. (This could take place on a running track with split times being recorded every 200m during a 1200m run.)

Alternatively, the candidate could run a section of the course and on a command (whistle) stop, turn round, and run back. The ability to maintain a constant pace is judged by how close the candidate is to the start point after running the same amount of time as the out run.

#### Assessment Conditions

The activity is Cross Country and therefore running on roads (except where they bisect a course) is not allowed.

The candidate must be assessed in more than one running stage. These are anticipated as being inclines where the candidate has to ascend and descend. Other conditions such as rough terrain may provide an alternative.

The Cross Country course must be 5 km (male) and 4 km (female) in length. There must be a minimum total rise and fall of 25 m (not all on one slope). One short part of the course, where possible, should be a steeper incline and/or decline so that candidates can be filmed showing adaptation of technique.



The running time for the candidate should be recorded and may act as an indicator of overall efficiency and technique.

Where Centres are unable to access a suitable course, then candidates cannot enter this activity. They are advised to consider an alternative athletic activity, probably Track and Field.

### Filmed Evidence

Filmed evidence should support the assessed mark in the following way:

- during a middle section of the course
- on an incline
- steady pace running in the suggested exemplar
- the last 400 m

The level of success of the acquired and developed skills, is measured through the movement phases. Performance is assessed using the generic assessment criteria for Athletic Activities. These movement phases must be judged in different environments around the course.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Cross Country.

## Track and Field Athletics (AS)

The candidate is assessed performing **two** events, these being selected from two of the three different event areas: track, jumps, throws.

The candidate's assessed events should be clearly identified on the Assessment Sheet.

In throwing events or hurdles, the prescribed weights/heights must be used. Assessment is based on performance in a prescribed competitive situation, where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

### Track events:

- posture
- leg action
- arm action
- head carriage
- overall efficiency

### Jumping events:

- approach
- take off
- flight
- landing
- overall efficiency

### Throwing events:

- initial stance, grip and preparation
- travel and trunk position
- throwing action
- release
- overall efficiency

### Prescribed conditions

Male: Shot 5 kg, Discus 1.5 kg, Javelin 700 g, Hurdles 100 m/91.5 cm

Female: Shot 4 kg, Discus 1 kg, Javelin 600 g, Hurdles 80 m/76 cm

The level of success of the acquired and developed skills is measured through the movement phases. Performance (**not** time/distance) is assessed using the generic assessment criteria for Athletic Activities. The times and distances should be recorded and may act as an indicator of overall efficiency.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Track and Field.

### Track Cycling (AS)

The candidate is assessed on performance in **two** areas/event types in conditioned competitive situations, these being selected from the following event areas: Track Sprint, Pursuit and Time Trial. The candidate's assessed events should be identified on the Rank Order Assessment Sheet. The level of success of the acquired and developed skill is measured through the movement phases identified below:

#### Track Sprint:

- start position
- posture
- position on track
- leg action
- overall efficiency

#### Pursuit:

- posture
- pacing
- leg action
- tactics
- overall efficiency

#### Time Trial:

- posture
- pacing
- leg action
- overall efficiency

### Suggestions/exemplars

Conditioned competitive situation:

- Sprint start
- Bend cycling
- Sprint techniques
- Sprint finish

One lap and focus on bend technique and finish technique.

The level of success of the acquired and developed skills is measured through the movement phases. Performance is assessed using the generic assessment criteria for Athletic Activities.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Track Cycling

## Triathlon (AS)

Assessment is based on performance in a prescribed competitive situation, which is stated below, where the candidate performs the acquired and developed skills.

The level of success of the acquired and developed skills is measured through the movement phases identified below:

### Swim:

- arm action
- body position
- breathing
- leg action
- overall efficiency

### Cycle:

- body position
- leg action
- head carriage
- breathing
- overall efficiency

### Run:

- posture
- leg action
- arm action
- head carriage
- overall efficiency

### Prescribed conditions

- 300 metre swim
- 8 kilometre bike ride
- 2 kilometre run
- The transition stages between each section

The event must be continuous. The swim can be either in open water or a pool. The cycling should be round a marked course on public roads. The run can also be on public roads. Centres must use recognised competitive transition zones, either Centre constructed or those used in a triathlon competition, to demonstrate candidate knowledge and skill.

### Evidence (Filmed and Written)

Candidates should be filmed

- at the end of the swim section to show last 50m and swim/bike transition
- during the cycle distance to emphasise body position (either on a flat or inclined stage)
- at the end of the cycle stage to show incoming bike and transition to the run
- a mid run section to assess movement phases in the run

Times should be recorded on the specific Rank Order Assessment Form for triathlon but may only be used as indicators of overall efficiency.

The level of success of the acquired and developed skills is measured through the movement phases. Performance is assessed using the generic assessment criteria for Athletic Activities.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded (

## Assessment Criteria: Athletic Activities (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the event.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the event.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Fitness Activities (AS)

## Weight Training

### Weight Training (AS)

The candidate is assessed in the selection and application of exercises in situations which focus on a programme of weight training exercises which will increase the candidate's strength and power.

The following regulations will apply:

- The candidate must devise a program that has a specific goal in terms of the type (strength or power) of improvement and the activity to which it relates.
- The programme must be recorded (Individual Candidate Record Form provided) so that progress and progression can be monitored.

Assessment is based on performance in a devised exercise programme where the candidate performs the acquired and developed skills under pressure. The level of acquired and developed skill is measured through the following guidelines:

The amount of weight to be used should be based on a percentage of 1RM (the weight used should be in the range of 60% to 95% of 1RM) depending on the type of strength that is being developed.

Candidates should complete a range of exercises and the record should show the 1RM, weights used and progression.

Examples of the type of exercises:

- bench press
- back squats
- sit-ups
- shoulder press
- chest press
- lat pull downs
- lower back extensions
- triceps press
- biceps curls
- leg curls
- leg extension
- leg press

### Evidence

Centres must provide the following evidence:

- Rank Order Assessment Form (Generic)
- Weight Training Individual Candidate Record Form
- Filmed evidence

The DVD should show the candidate performing the exercises. It should also show or state, with titles, the resistance being moved. The best ability of the candidate should be filmed so it is envisaged that filming will take place at the end of the training program.

The candidate is assessed out of a maximum of 30 marks.

These assessment guidelines are used in conjunction with the assessment criteria for Weight Training.

## Assessment Criteria: Weight Training (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained.</li> <li>• Performances in the devised exercise programme are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the exercises. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• Performances in the devised exercise programme are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the exercises.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the exercises and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• Performances in the devised exercise programme are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the exercises.</li> <li>• There is an attempt to select and apply advanced techniques in the exercises and, under competitive pressure, accuracy, control and fluency are usually achieved.</li> <li>• Performances in the devised exercise programme are consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• Performances in the devised exercise programme have some consistency, showing some learning and understanding.</li> </ul>

## Combat Activities (AS)

### Judo Karate (non-contact)

#### Judo (AS)

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- groundwork – a range of core techniques
- throwing – a range of core techniques

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

##### **Groundwork:**

- entry
- controlling opponent
- execution
- completion/effectiveness
- overall efficiency

##### **Throwing:**

- grip
- set up, breaching balance
- entry, balance, timing
- throw, completion, effectiveness
- overall efficiency

The level of success of the acquired and developed skills is measured through the movement phases. Performance is assessed using the generic assessment criteria for Combat Activities.

The candidate is assessed out of a maximum of 30 marks.

#### **Suggestions/exemplars**

Contests are limited in terms of:

- Techniques permitted, roles permitted (opponent can only defend)
- The limitations imposed should enable candidates to focus on their:
  - Groundwork techniques
  - Throwing techniques

#### Karate (non-contact) (AS)

The candidate is assessed in the selection of acquired and developed skills in conditioned competitive situations which focus on:

- KIHON – a range of basic techniques including basic combinations
- KATA – a formal exercise sequence
- KUMITE – sparring

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:



- KIHON – Speed, form, focus, power, smoothness of application, attitude
- KATA – Speed, form, focus, smoothness of application, attitude
- KUMITE – Speed, form, focus, smoothness of application, timing, distance, safe control of techniques

In their performances in the conditioned competitive situations candidates will be expected to demonstrate their knowledge and understanding of:

- the rules of dojo etiquette
- the dojo code
- the general code of conduct for Karateka
- the procedures for Kata performance
- the rules and procedures for basic sparring

The level of success of the acquired and developed skills is measured through the movement phases. Performance is assessed using the generic assessment criteria for Combat Activities.

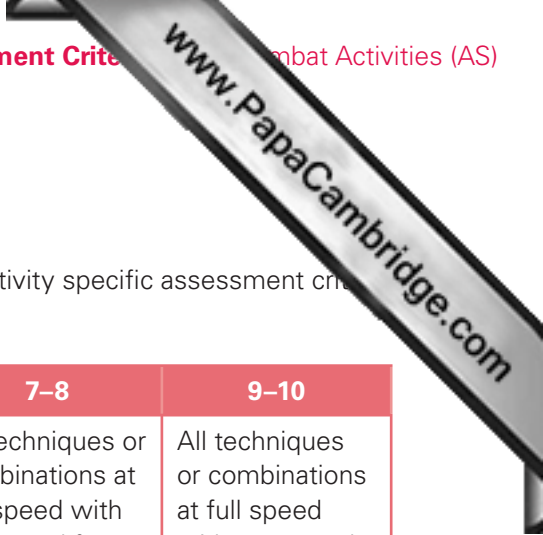
The candidate is assessed out of a maximum of 30 marks.

**Suggestions/exemplars**

The following conditioned competitive situations are Shotokan based and could be appropriately adapted for Goju Ryu, Shito Ryu or Wado Ryu, etc. Most of the terms are generic and will be understood by qualified instructors and assessors.

	Shotokan term
(a) KIHON	
Three punch combination	Sanbon tsuki
Rising block, reverse punch, downward block	Age uke, gyaku tsuki, gedan barai
Outside block, reverse punch	Soto uke, gyaku tsuki
Outside block, elbow strike, backfist strike	Soto uke, empi uchi, uraken
Inside block, double punch	Uchi uke, gyaku tsuki
Knife hand block, front kick, spear hand thrust	Shuto uke, mae geri, nukite
Double front kick (changing legs)	Mae ren geri
Double side kick (same leg)	Yoko geri
Roundhouse kick	Mawashi geri
(b) KATA	
2nd Basic Kata	Heian Shodan
3rd Basic Kata	Heian Nidan
(c) KUMITE	
One step basic sparring – Attacker using stepping punch to the face and chest	





**Assessment**

In addition to the generic banded criteria, Centres may find the following activity specific assessment criteria helpful.

Level	1-2	3-4	5-6	7-8	9-10
<b>KIHON</b>	All techniques or combinations performed with reasonable form and co-ordination.	All techniques or combinations at medium speed with reasonable form and co-ordination.	All techniques or combinations at full speed with good form and co-ordination.	All techniques or combinations at full speed with very good form, good focus, power and smoothness of application.	All techniques or combinations at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	All techniques and combinations must be performed a minimum of three times, with Kiai on the last technique or combination.				
<b>KATA</b>			2nd Basic Kata at full speed with good form, and co-ordination.	2nd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	2nd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	3rd Basic Kata performed with reasonable form and co-ordination.	3rd Basic Kata at medium speed with reasonable form and co-ordination.	3rd basic Kata at full speed with good form and co-ordination.	3rd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	3rd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.



<b>KUMITE</b>	Kihon Ippon Kumite performed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite at medium speed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite full speed with good form and co-ordination and Kiai.	Kihon Ippon Kumite at full speed with very good form, good focus, power, smoothness of application, good timing and vigorous Kiai.	Kihon Ippon Kumite at full speed with very good form, very good focus, maximum power, smoothness of application, very good timing, correct distance and vigorous Kiai.
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At all levels of Kumite, the emphasis **must** be on good control and safe delivery of attacks and counter-attacks. Kiai should be delivered on every counter-attack, or, where a combination counter is used, on the last technique.

## Assessment Criteria: Combat Activities (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the contests. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the contests.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the contests and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the contests.</li> <li>• There is an attempt to select and apply advanced techniques in the contests and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Dance Activities (AS)

### Various styles

The candidate is assessed on their ability to choreograph and perform **three** solo dances from at least two different genres, with the use of music as a sound stimulus, lasting approximately one minute each.

Candidates must produce a written programme, prior to assessment, which includes a description of steps, counts/beats, explanation of the stimulus selected, development of motifs, repetition and phrasing of the dance. This must be submitted with the DVD evidence for external moderation.

Assessment is based on performance in a conditioned situation where the candidate performs acquired and developed skills under pressure. The level of success of the acquired and developed skill is measured through the movement phases identified below:

#### **Shape:**

- style and aesthetic quality
- consistency and maintaining ambience throughout
- control - movement and use of space
- overall efficiency

#### **Form:**

- the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- originality/appropriate adaptation of movement material
- use of spatial patterns, shape, line

#### **Consistency:**

- the continuity/flow of the sequence
- the aesthetic quality
- the quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness
- dynamics

#### **Control:**

- success in both the individual elements and the sequence as a whole

The level of success of the acquired and developed skills is measured through the movement phases. Performance is assessed using the generic assessment criteria for Dance.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Dance.

## Assessment Criteria: Dance (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of successful compositional and choreographic strategies.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some compositional and choreographic strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Game Activities (AS)

The information below applies to invasion, net/wall, and striking/fielding game categories. The guidance explains conditioned competitive situations and gives the basis for Centres to devise their own situations.

### Conditioned competitive situations

Assessment at AS is in conditioned competitive situations which is a different context for assessment from that at A2. Candidates at AS level should be assessed in situations which allow the candidate to demonstrate the identified skills and for them to be repeated.

The simple form of a conditioned situation could be a drill where the candidate repeats the skill, without external interference to try and prevent the skill being performed. A more advanced drill will place a higher demand on the candidate.

Drills will be advanced by increasing the outcome/result of the skill (e.g. increasing the distance of a pass), reducing the time to perform by reducing the available space or by increasing the level of opposition. Candidates can demonstrate skills in situations where the normal game conditions are changed. These can be non-tackle rules, protected space, etc.

Conditioned competitive situations will be devised to demonstrate a candidate's ability to apply advanced skills/techniques, the selection of skills/techniques and the use of tactics and strategies. Many of these conditioned situations will be adapted small-sided game situations. This might be as simple as 2 v 2. More often it will be more numbers, e.g. 6 v 5.

### Filmed Evidence

The filmed evidence to support the awarded marks needs to contain the conditioned situations/prescribed situations but can also include evidence of the drills. The evidence for the drills should be very short and will allow candidates to demonstrate isolated skills. The emphasis of the filmed evidence should be on the conditioned competitive situations/prescribed situations.

### Developing Drills

These will be familiar to all Physical Education teachers. Increasing the distance of a pass, introducing a defender, reducing the amount of time, reducing the size of a target or reducing the amount of space and increasing the options by providing an imbalance of defenders and attackers are all ways in which drills can be used in differing levels of demand to assess candidates of different ability.

- Football – increasing the length of a pass
- Basketball – imbalance of players/introducing a defender, 2 v 1
- Hockey – protected area with no tackling outside the 22 m to allow attackers to keep possession
- Badminton – providing small target hoops for serving
- Table Tennis – increasing speed of rallies to demonstrate consistency under pressure

### Conditioned Competitive Situations

Conditioned competitive situations should be devised to incorporate two principles.

- open enough to require the candidate to have to react to a changing environment so that they chose the correct response
- either allow the candidate to demonstrate the skill or should expect a limited range of responses which will then be repeated frequently

Small-sided games will enable candidates to demonstrate tactics and strategies against opposition.

Netball – 4 v 3      C-WA-GA-GS  
                                    WD-GD-GK

In this conditioned situation, the attacking centre may not be allowed within the shooting D but will always be free as an option for the other three attackers. A further limitation (condition) could be the centre is not allowed in the attacking third or cannot receive a pass from within the shooting D.

Football – 6 v 5 conditioned competitive situation example

A player is restricted to an area on the half-way line (could be centre circle in football). This player cannot be tackled or closed down. Play is restricted to half pitch. Goalkeeper is not included in the team numbers but is on the defending side. Attacking team can only score from within penalty area. Defending team score by passing ball to player in centre circle.

Badminton – Candidate plays a shot (e.g. overhead clear) but has to return to a marker (to simulate a 'ready position') after each shot. This can be developed to a set pattern of shots, e.g. two long then two short (width can vary). The condition is the pattern of shots.

Bowls – The condition should be the replication of consistency in playing a specific bowl, so individual bowls to a set target to simulate conditions is appropriate. This would apply in Golf as well.

Volleyball – 3 v 3 on a badminton court would be appropriate. However an additional condition might be it must be at least three touch, or dig and set must be played before the ball is returned over the net.

Assessment takes into account the candidates'

- level of accuracy, control and fluency,
- correct selection of technique from the range available,
- consistent success under pressure,
- understanding of principles and tactical awareness.

In many situations an adapted version of the game will provide a conditioned situation. However the game should be realistic in terms of space and players and must have a purpose.

## Invasion Games (AS)

Association Football  
Basketball  
Field Hockey  
Goalball  
Handball  
In-Line Hockey  
Lacrosse  
Netball  
Rugby League  
Rugby Union  
Water Polo

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- passing and receiving
- attacking or defending

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills for **all** Invasion Games is measured through the movement phases identified below:

- preparation (assessment of situation, skill selection, footwork, positioning)
- execution (skill, footwork, positioning)
- recovery (responding to skill outcome, repositioning)
- results (outcome of skill, ball placement)
- overall efficiency

The level of success of the acquired and developed skills is assessed through the movement phases in conjunction with the Invasion Games criteria.

The candidate is assessed out of a maximum of 30 marks.

## Association Football (AS)

The candidate is assessed performing the acquired and developed skills of Association Football.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- moving with ball (dribbling)
- tackling
- intercepting
- closing down space
- outwitting an opponent



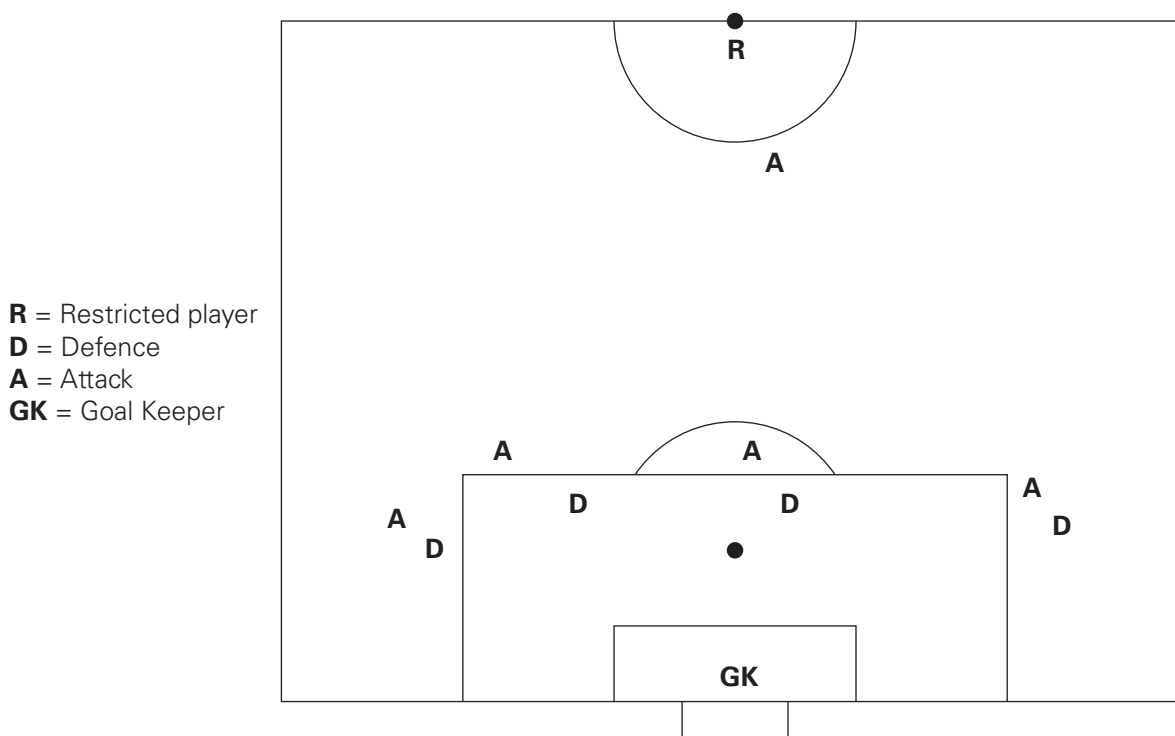
The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

### Suggestions/exemplars

#### 6 v 5 conditioned competitive situation example

- 1 player is restricted to an area on the half-way line (could be centre circle in football). This player cannot be tackled or closed down.
- Play is restricted to half pitch.
- Goalkeeper is not included in the team numbers but is on the defending side.
- Attacking team can only score from within penalty area.
- Defending team score by passing ball to player in centre circle.



The 'conditions' within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- no tackling
- the type of pass to be used
- the number of passes completed prior to scoring

## Basketball (AS)

The candidate is assessed performing the acquired and developed skills of Basketball.

The focus of the tasks will include:

- passing and receiving
- dribbling
- shooting
- defensive play/systems
- attacking play/systems

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

### Suggestions/exemplars

Attack 3 v 3

Defence 3 v 3

These two situations can be assessed using the same half-court game.

The team on the attack commences from the mid-court line. The defending team attempt to prevent a score. The attack is completed on a score or loss of possession. Fouls on a shooter gives this player one free shot. Other fouls by defenders result in the attack starting again.

Half-court conditioned game

- (a) player to player defence
- (b) pressing defence
- (c) zone defence

## Field Hockey (AS)

The candidate is assessed performing the acquired and developed skills of Field Hockey.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- moving with ball (dribbling)
- tackling
- intercepting
- closing down space
- outwitting an opponent

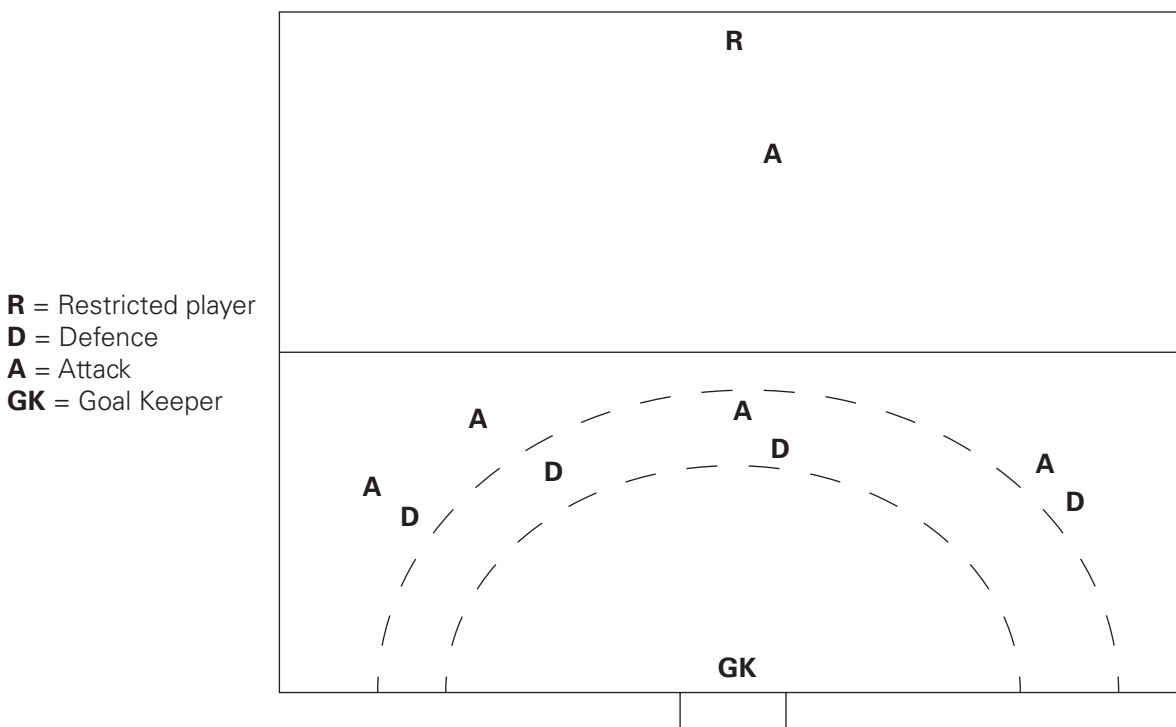
The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

### Suggestions/exemplars

#### 6 v 5 conditioned competitive situation

- 1 player is restricted to an area on the half-way line. This player cannot be tackled or closed down
- Play is restricted to half pitch
- Goalkeeper is not included in the team numbers but is on the defending side
- Defending team score by passing ball to player in centre circle



The 'conditions' within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- no tackling
- the type of pass to be used
- the number of completed passes prior to scoring

## Handball (AS)

The candidate is assessed performing the acquired and developed skills of Handball.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- moving with ball
- intercepting
- closing down space
- outwitting an opponent

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

## In-Line Hockey

The candidate is assessed performing the acquired and developed skills of In-Line Skater Hockey.

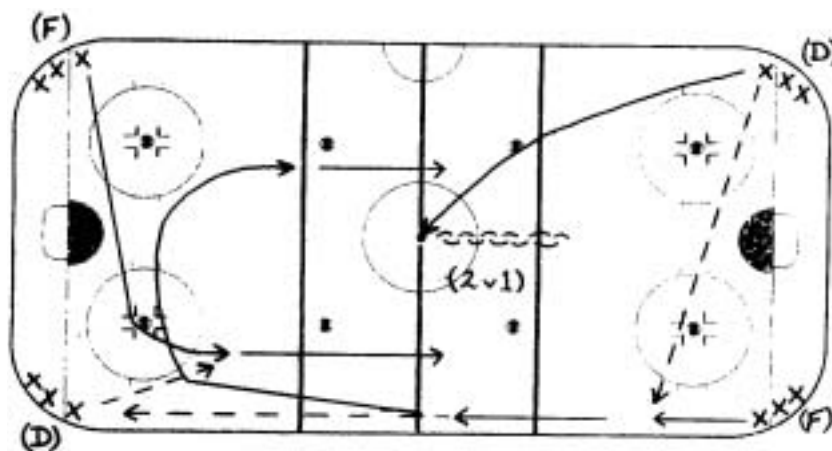
The focus of the tasks will include:

- skating
- passing/distribution
- receiving/control
- defensive play
- moving with the puck
- intercepting
- outwitting an opponent

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

### Suggestions/exemplars



Rink. Defencemen in opposite corners and forwards in opposite corners. Defenceman passes across to forward in the same end who skates hard down the boards and passes to defenceman; he then curls round to opposite wing. Other forward skates across ice and picks up the pass.

Defencemen who started the drill will have skated to the centre line and pivoted backwards to create a two on one. Other end then start the drill. Drill continues 2 v 1 to score in empty goal.

### Lacrosse (AS)

The candidate is assessed performing the acquired and developed skills of Lacrosse.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- carrying/cradling/scooping
- checking
- intercepting
- outwitting an opponent

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

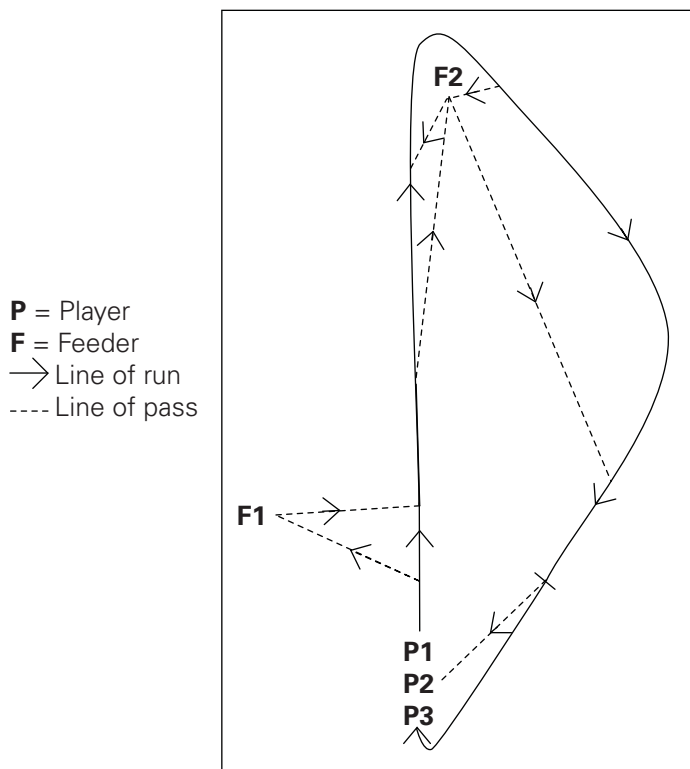
### Suggestions/exemplars

#### Dynamic drill

- 1 Receiving, carrying and passing from front, side and behind on the move, using dominant and non-dominant hand positions

Players in line

Two Feeders, side and front. Each player works in turn through six pass sequence. Players using dominant hand positions, then non-dominant and finally changing from one to the other throughout.



P1 starts with ball, sprints towards F2 giving and receiving pass from F1.

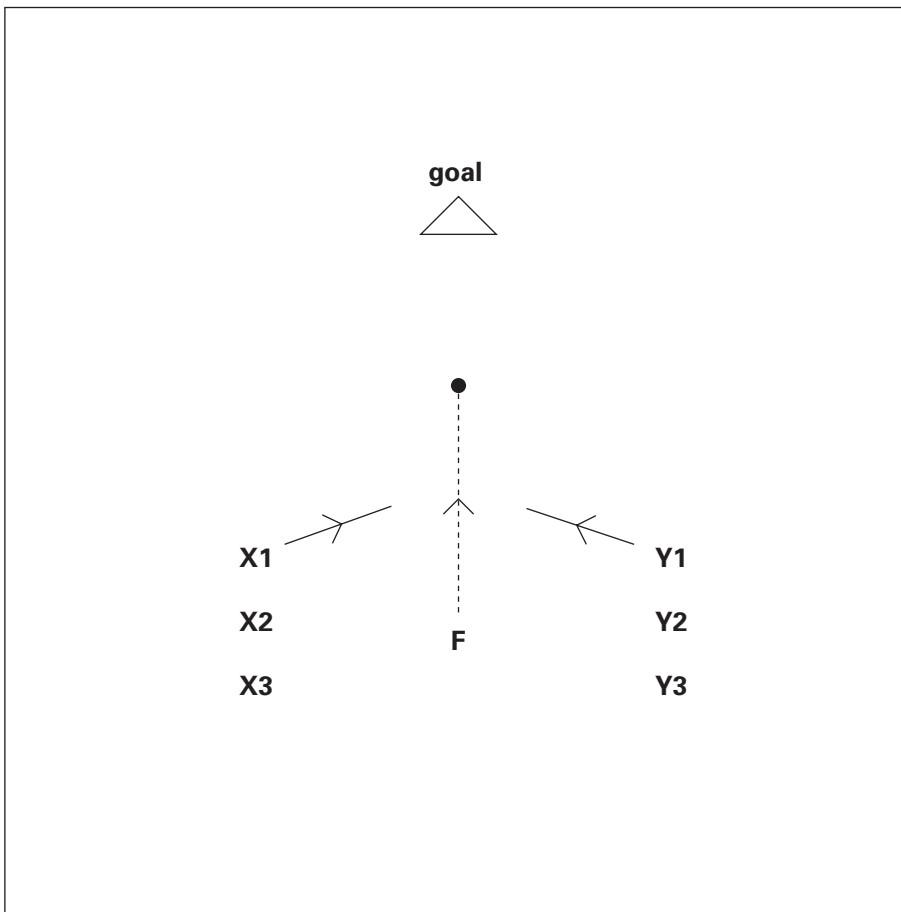
Continues towards F2 exchanging long front pass. Carries ball round F2, flip pass to F2, then runs diagonally away to receive return pass from F2 from behind. Finally, P1 passes to P2 who commences their turn.

2 Retrieval of loose ground ball – conditioned competitive situation in limited area

Players in two lines on either side of feeder (F), who rolls ball towards goal between players.

On call, players compete for possession. Player winning ball progresses to goal to score, loser tries to prevent or block shot.

- (a) Change demand by rolling nearer one player.
- (b) Add two attackers to one defender.



### 3 v 3 Attack and Defence

3 v 3 conditioned competitive situation in limited area

Both Attack and Defence can be assessed using same game.

Play commences with Attack in possession. Defenders try to prevent score and clear. Attack completed on score, or loss of possession, or clearance by Defence.

Points awarded to Attack for realistic attempt (1) or Goal (3) and to Defence for effective check, block, interception (1) or clearance (3).

Conditions

- Each attack player commences play in turn.
- Scoring attempted only after declared number of passes (3–5), or declared times (20–30–60 seconds).

6 v 6 conditioned competitive situation in limited area

Same conditions as 3 v 3

Alternative conditions

- (a) With regular Man on Man Defence.
- (b) With Pressing Defence.
- (c) Extra Man 6 v 5. After foul (real or declared by coach).

Play commences with only five defenders. Attackers use extra man to create goal or good scoring opportunity. Defenders use zone to counteract attempts.

Coach to vary time penalties and to allow attackers extra attempts before re-admitting player from penalty box.

## Netball (AS)

The candidate is assessed performing the acquired and developed skills of Netball.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- footwork
- marking
- supporting (getting free)

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

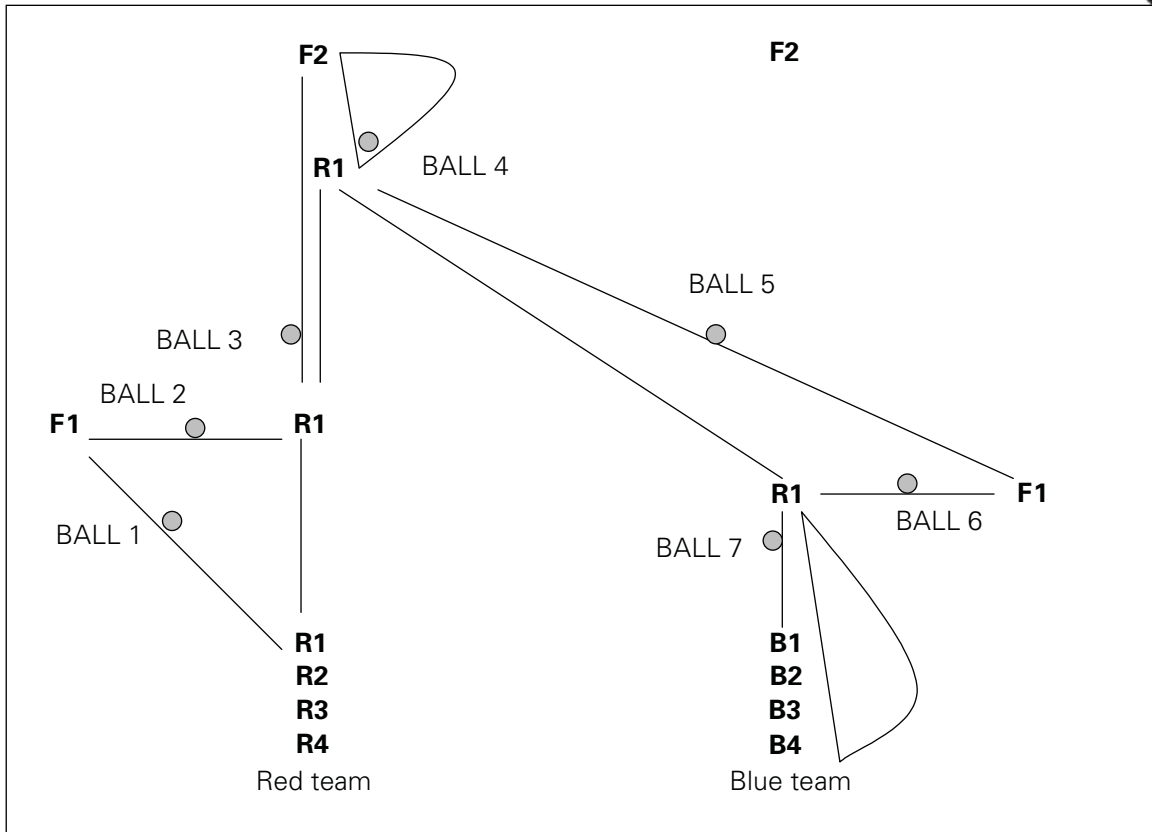
The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

### Suggestions/exemplars

#### Dynamic drill

- 1 Two teams and two balls – explained for one team over restricted court, however both teams must work at the same time.





R1 starts with the ball, two feeders for each team F1 and F2, R1 gives a quick pass to F1 (ball 1) who is on an angle at the side line. R1 sprints forward and collects a square flat ball from F1 (ball 2). R1 now sends a long straight ball (ball 3) to F2 and R1 sprints forward to approximately 1.5 metres away from F2, F2 sends a high jump ball (ball 4) R1 jumps to collect and demos a turn in the air to land and face F1 for opposing team side. R1 sends a diagonal pass to F1 (ball 5). R1 drives on an angle to collect a flat ball from F1 (ball 6). R1 then sends a straight flat ball to blue B1 (ball 7). R1 sprints down line to join opposite queue.

Notes

- (i) As R2 and B2 start they must stay together so it may be necessary to hold the first pass when it is returned.
- (ii) Condition the game by setting team task of "getting there and back".
- (iii) Develop drill to use 2, 3 and 4 balls.

**Half Court conditioned competitive situations**

4 v 4 C-WA-GA-GS  
C-WD-GD-GK

1 Attack

Challenge for the attacking team to get the ball into the circle in a prescribed number of passes.

- Defensive centre not used (4 v 3). Attacking centre cannot enter D.
- Defenders intercept and then pass to centre.



If the attackers put the ball out of the court, or if the defence make an interception, take the centre again.

Score out of 10 attempts.

2 Defence

Same activity – however the attacking team must do 8/10 passes before attackers can shoot.

Defence to demonstrate person to person defence

- blocking
- zone defence

### Rugby League (AS)

The candidate is assessed performing the acquired and developed skills of Rugby League.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- retaining possession
- supporting
- tackling
- running with ball
- outwitting an opponent

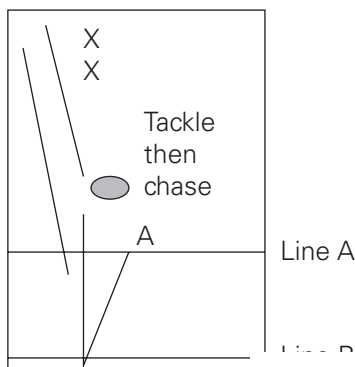
The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the ‘normal’ team size.

#### Suggestions/exemplars

##### Drill for defending

Player A is the defender whose task it is to tackle the other five members of the group in turn. Player A starts from line A, retreats to line B and at this point the attacker commences their run forward. Player A must advance and make the tackle, driving the attacker backwards and then assume marker position and finish with a chase to the end of the grid before repeating the drill with the next attacker.

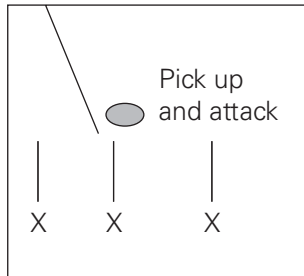


### Attacking – conditioned competitive situation

3 v 2

Two defenders face three attackers in a 20 m grid. The defenders grubber kick the ball towards the attackers who pick it up and commence an attack against the defence, looking for space as they see fit. After a score or an error, attackers become defenders and the drill is a continuous practice.

Grubber  
kick



### Rugby Union (AS)

The candidate is assessed performing the acquired and developed skills of Rugby Union.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- running with the ball
- tackling
- unit skills (scrum, line out, ruck, maul)
- supporting
- running with ball
- outwitting an opponent

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

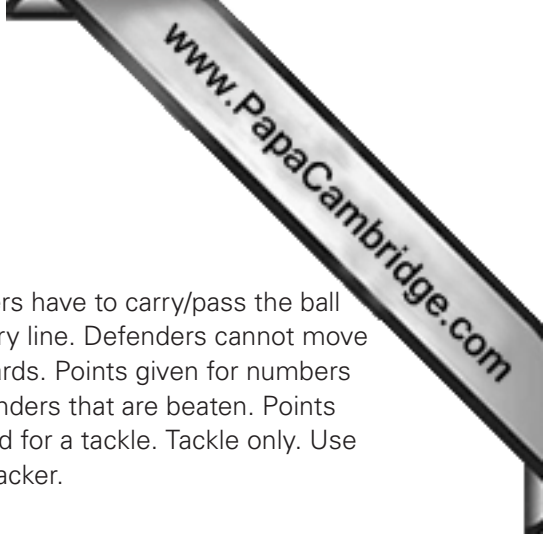
#### Suggestions/exemplars

1 Small sided imbalanced drills to assess decision making

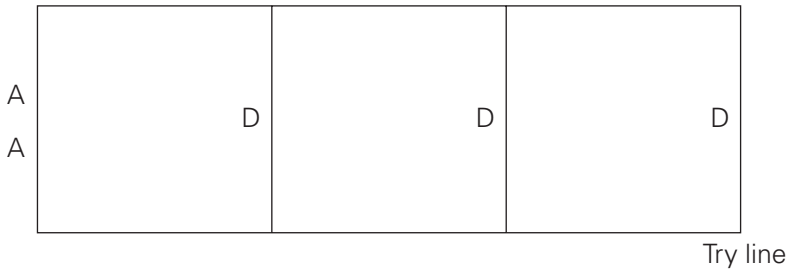
3 v 2

4 v 3

Using time passes, switch moves and miss passes, players demonstrate outwitting the defenders. Drill takes place in grids or restricted areas.

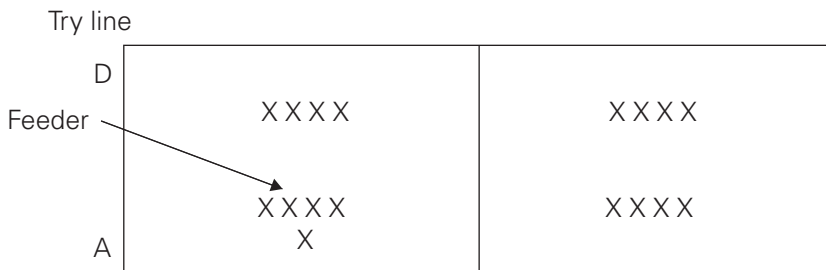


2 Tackle and pass conditioned competitive situation 2 v 1



Attackers have to carry/pass the ball to the try line. Defenders cannot move backwards. Points given for numbers of defenders that are beaten. Points awarded for a tackle. Tackle only. Use one attacker.

3 Tackle / Ruck / Maul conditioned competitive situation



Ball given to first attacking group who try to score. When tackled, ball is rucked and passed to second group. When second ruck occurs, the ball is passed back to the first group. Conditioned competitive situation continues until try is scored or defenders get control. Scrum half acts for both groups.

## Water Polo (AS)

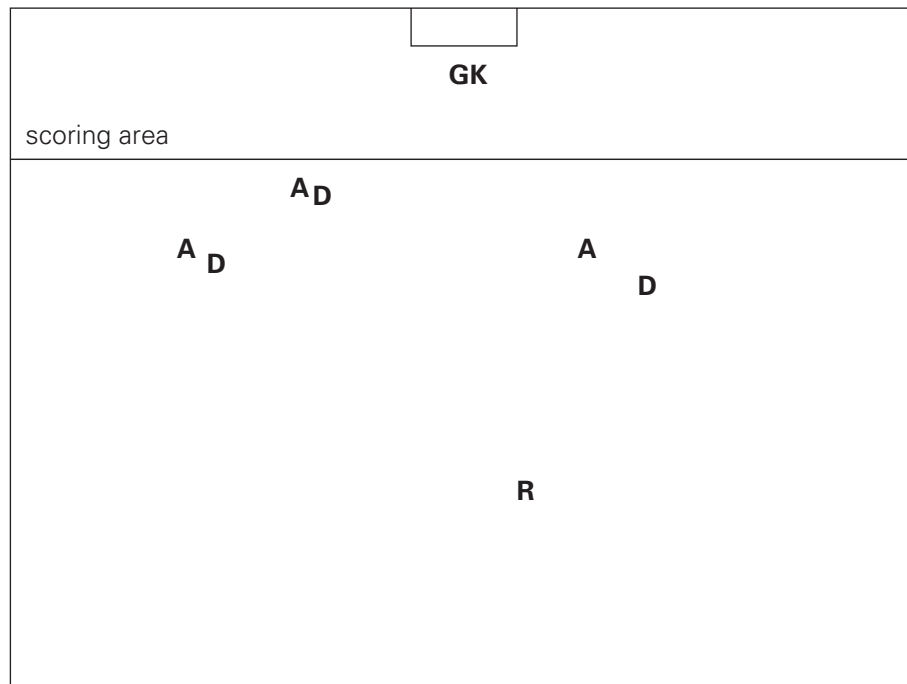
The candidate is assessed performing the acquired and developed skills of Water Polo.

The focus of the tasks will include:

- passing/distribution
- receiving/control
- moving with the ball
- marking
- intercepting
- supporting

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations which are most likely to be small sided in relation to the 'normal' team size.

**Suggestions/exemplars****Conditioned competitive situation**

**R** = Restricted player  
**D** = Defence  
**A** = Attack  
**GK** = Goal Keeper

- One player is restricted to an area on halfway, this player cannot be challenged or closed down.
- Play is restricted to half pool or smaller.
- Attacking team only allowed to score from designated area.
- Defending team score by passing to restricted player.
- Possession games, e.g. 3 v 3.

## Assessment Criteria: Invasion Games (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Net/Wall Games (AS)

Badminton  
Squash  
Table tennis  
Tennis  
Volleyball

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- attacking play
- defensive play

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- preparation (early 'sighting' of ball/shuttlecock, shot selection, footwork and positioning)
- execution (shot skill, footwork, arm/wrist action, positioning)
- recovery (moving back to a central court position)
- results (placement of ball/shuttlecock, moving the opponent)
- overall efficiency
- consistency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the assessment criteria for Net/Wall games.

## Badminton (AS)

The candidate is assessed performing the acquired and developed skills of Badminton.

The focus of the tasks will include:

- serves – short/long, forehand/backhand
- overhead clear – forehand/backhand
- drop shot – forehand/backhand
- underarm clear – forehand/backhand
- smash
- drive – forehand/backhand
- net shots – forehand/backhand

These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Net/Wall Games.



The following are given as suggestions/exemplars of conditioned competitive situations/drills and are seen as being prescriptive. Centres may devise their own conditioned competitive situations.

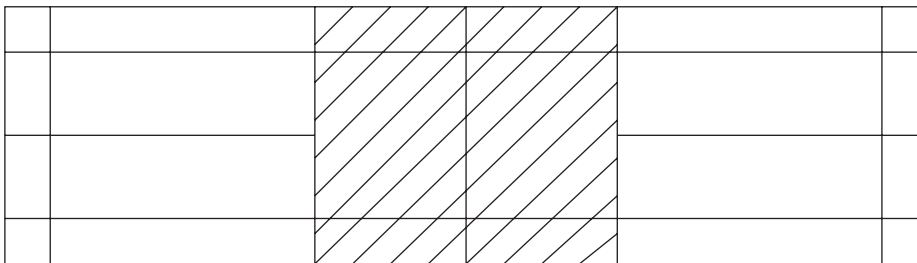
**Suggestions/exemplars**

**High Serve drill**

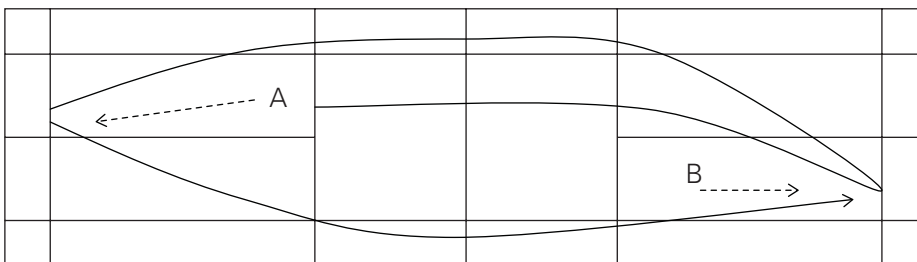
Player performs five high serves into target 'hoops' placed in the rear tramlines, centrally and to the side. Repeat for short serves.

**Net Play conditioned competitive situation**

- Only net shots to be used.
- Play confined to area between service lines.
- Rallies are won by unplayable shots just clearing the net or using the width of the court.



**Overhead Clear conditioned competitive situation**



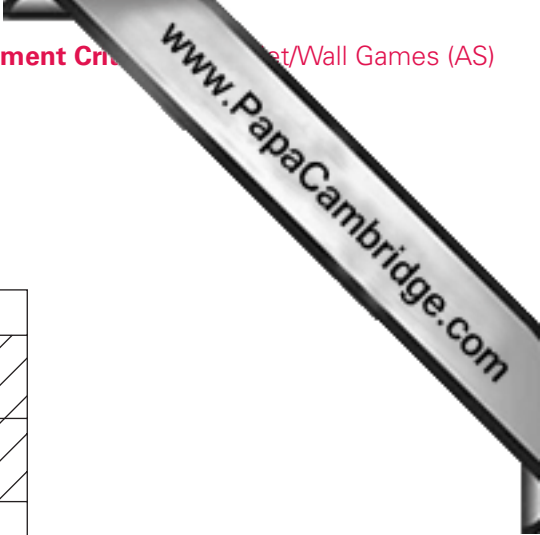
From the normal serving position A high serves to B who then forehand overhead clears to the diagonally opposite back court tramlines. A returns with a forehand overhead clear to the diagonally opposite back court from tramlines. This rally continues and a point is won when either player:

- fails to return the shuttle
- return falls short of backcourt tramlines
- return falls beyond backcourt tramlines
- fails to play forehand overhead clear

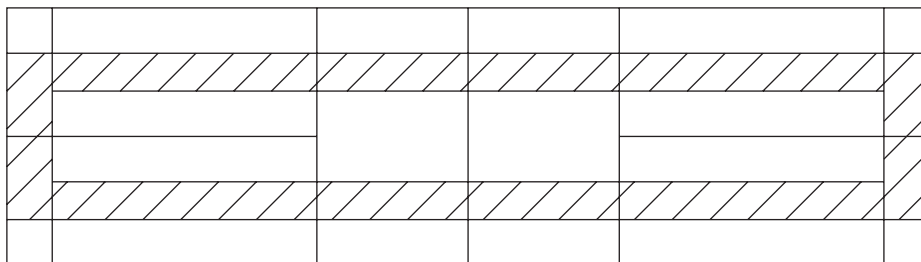
**Stroke Restriction conditioned competitive situation**

e.g. underarm shots only to be used in a singles game. Normal rules apply apart from scoring when player who wins the rally wins one point. Each game best of five points.





**Court Restriction – singles conditioned competitive situation**



- Only shots in the shaded area are good.
- Normal serves. Normal scoring. Treble points if land in shaded area.

**Squash (AS)**

The candidate is assessed performing the acquired and developed skills of Squash.

The focus of the tasks will include:

- service – forehand/backhand
- drives – forehand/backhand
- volleys – forehand/backhand
- drop shot - forehand/backhand
- boasts

These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Net/Wall Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

**Suggestions/exemplars**

**Serve drill**

Candidate serves from a normal serving position. Assessment is judged on the ability to:

- Place the ball into a drawn square on the side wall
- Ball top land in a designated area as close to the back wall with the ideal that the ball hits the wall/floor joint and is unplayable

Differentiation can be achieved through changing the size of both targets.

**Side wall ground strokes conditioned competitive situation**

Candidate will play a rally with a partner. Candidate will return to the 'T' after each shot. Candidate will be judged by the movement phases and by the ability to keep the ball close to the side wall and the depth of the ground stroke, both in the position of playing the stroke and outcome.

Differentiation will be achieved by how close to the wall the stroke is played and the closeness to the wall that the ball is sent. Further differentiation can be achieved by reducing/increasing the distance that the candidate has to move away from the stroke each time.

### Front wall strokes/drop shots conditioned competitive situation

The same situation as side wall strokes is applied. Candidate serves, partner drives, candidate plays drop shot. A drop shot rally continues with the candidate returning to a designated central position between each stroke.

Candidate will be judged by the movement phases and by the ability to keep the ball close to the front wall and the width of the drop shot both in the position of playing the stroke and outcome.

Differentiation is achieved through outcome of drop shot, pressure applied by the partner in terms of width and depth and the amount of required movement between each stroke.

### Boast conditioned competitive situation

Partner serves, candidate returns to the front left corner with a drop shot, partner returns to back right hand corner. Candidate plays a boast and then returns to the 'T'. Rally continues.

Exercise can be repeated on the backhand. Differentiation is achieved by position of shot, outcome of shot and required movement back to the central position between shots.

## Table Tennis (AS)

The candidate is assessed performing the acquired and developed skills of Table Tennis.

The focus of the tasks will include:

- service – forehand/backhand (varied length, spin, speed and direction)
- service return (varied angles, range of target areas, movement)
- drives – forehand/backhand
- push – forehand/backhand
- block
- drop shot
- topspin – forehand/backhand
- backspin – forehand/backhand

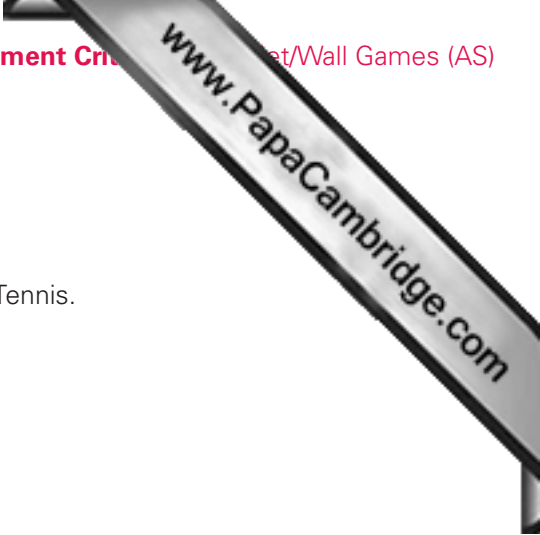
These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Net/Wall Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

### Suggestions/exemplars

Conditioned competitive situations are created in table tennis by limiting the shots that can be used, e.g. forehand only or backspin only, and by specifying minimum and maximum shots in a rally. Shot limitation can be applied by using a restricted table area if necessary, e.g. forehand corner to forehand corner.



## Tennis (AS)

The candidate is assessed performing the acquired and developed skills of Tennis.

The focus of the tasks will include:

- serves – first and second serves, flat, slice, top spin
- ground strokes – forehand/backhand/top spin
- volley – forehand/backhand
- overhead shots
- lob – defensive, offensive

These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Net/Wall Games.

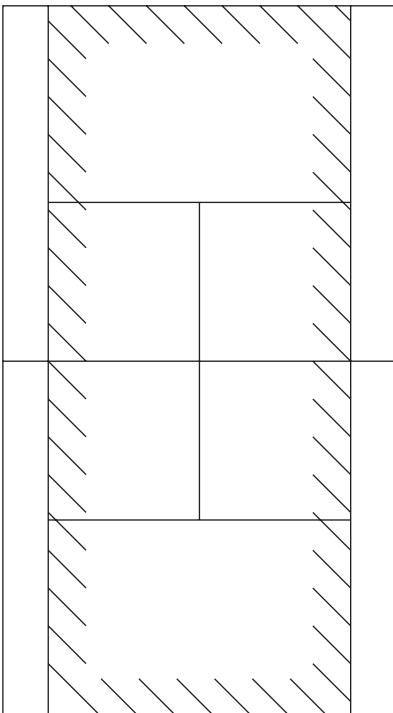
The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

### Suggestions/exemplars

These will take place under competitive pressure in a 1 v 1 situation.

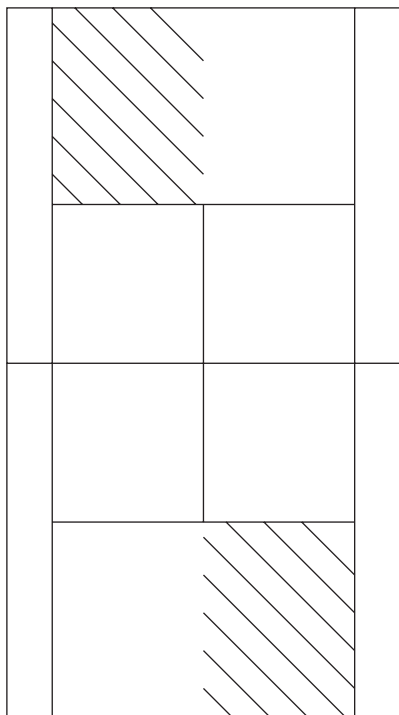
#### Court Restriction conditioned competitive situation

Target areas can be created in the same way as for Badminton to emphasise width and depth. This principle can be adapted to assess the ability to hit the ball close to the baseline or close to the sidelines.



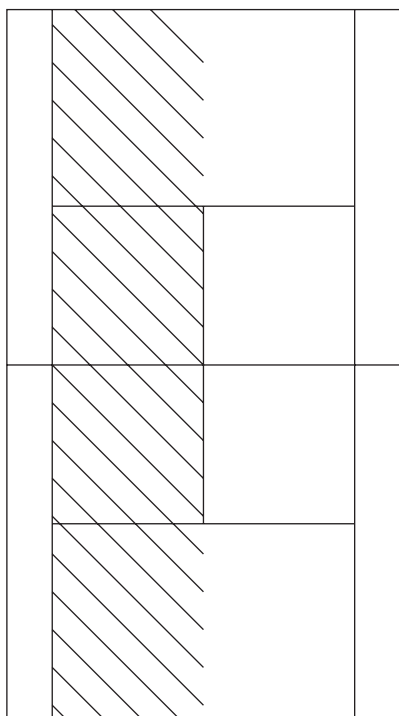
Adjust scoring system so that players gain one point for winning the normal rally, three points for playing a shot into the shaded area and five points for playing a winning shot into the shaded area.

**Shot Restriction conditioned competitive situation**



Forehand drive is the only permitted stroke after the serve. Ball must land in the shaded area or is 'out'.

**Half cover singles (shaded area) conditioned competitive situation**



Scoring

- Winning     1 pt, no volley played
- 2 pts, with volley played
- 3 pts, overhead shot played

Lose            0 pts

## Volleyball (AS)

The candidate is assessed performing the acquired and developed skills of Volleyball.

The focus of the tasks will include:

- service – overarm, underarm, float, jump-float, jump topspin
- volley and setting
- block
- smash (spike)
- dig
- systems of play (front court switching)

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Net/Wall Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

### Suggestions/exemplars

#### Serve drill

Candidate serves from a normal serving position. Assessment is judged on the ability to

- Place the ball into small squares in the service box. These would be in each back corner of the court.
- Demonstration of float and topspin driven serves with or without a pre-jump.
- Applying different speeds and spin to the ball.

Differentiation can be achieved through changing the size of target squares. Better candidates will be able to serve overarm consistently.

#### Volley (set) conditioned competitive situation

Half court (or badminton court). Opposition (two people) serve (or throw/feed) over the net to the candidate plus a partner. Candidate volleys to partner and moves to the net. Partner returns to candidate who volleys over the net to the back of the opposition court. Opposition repeat pattern and rally continues.

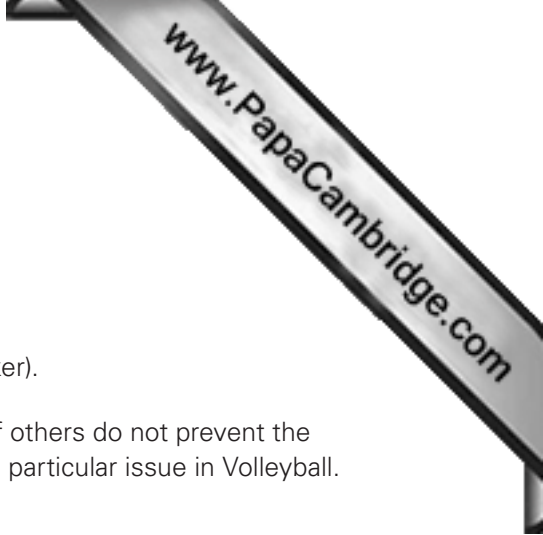
Differentiate by increasing size of court or increasing players to 3 v 3. Candidate has to receive ball and volley over the net.

#### Dig variation conditioned competitive situation

Same practice as above except first touch is a dig.

#### Alternative conditions

- Numbers can be reduced to focus on the candidate, usually with a reduced playing area.
- Maximum three touch can be changed to more touches to produce dig, set, spike patterns.



- (c) Back 'over the net' can only be played from front court zone.
- (d) Dig or volley only rallies.
- (e) Candidate has to switch into a certain role or position (e.g. setter or spiker).

Centres must place a candidate(s) into a situation where the weaknesses of others do not prevent the demonstration of volleyball skills. Whilst this is true in many activities, it is a particular issue in Volleyball.

## Assessment Criteria: Net/Wall Games (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Striking/Fielding Games (AS)

- Baseball
- Cricket
- Rounders
- Softball

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- batting/bowling
- fielding

In Cricket, assessment should be based on fielding and either batting or bowling. In Baseball, Rounders and Softball, assessment should be based on batting and either fielding or pitching/bowling.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- preparation (early 'sighting' of ball, shot selection, footwork and positioning)
- execution (shot skill, footwork, arm/wrist action, positioning)
- recovery (responding to skill outcome, repositioning)
- results (placement of ball, moving the opponent)
- overall efficiency
- consistency

The candidate is assessed out of a maximum of 30 marks.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Striking/Fielding Games.

### Baseball (AS)

The candidate is assessed performing the acquired and developed skills of Baseball.

Candidates will be assessed in:

- either Fielding or Pitching
- and Batting

The focus of the tasks will include:

#### **Batting**

- striking – left, right, straight, high, low
- running between posts

#### **Pitching**

- fast, slow, curve, spin



## Fielding

- approaching ball
- stopping ball – short and long barriers
- catching – close and deep
- pick up and throw – underarm/overarm

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Striking/Fielding Games.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

## Suggestions/exemplars

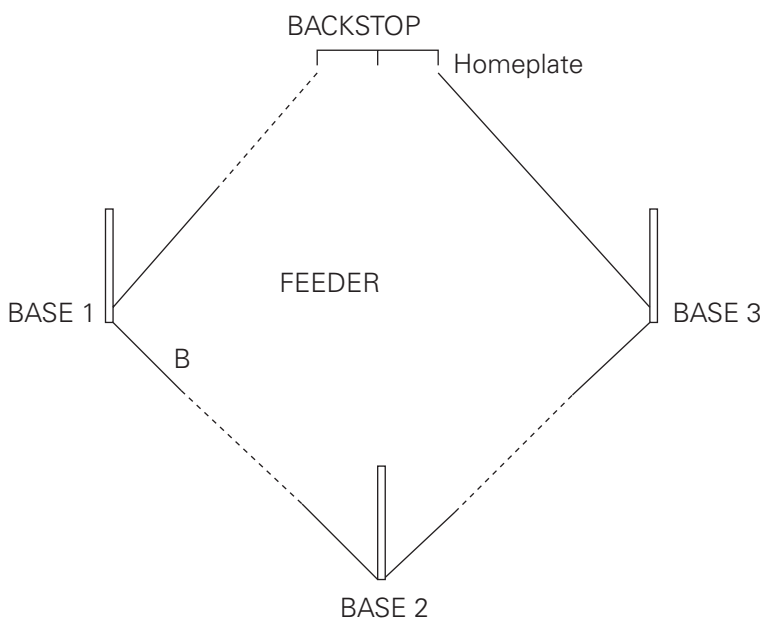
### Fielding conditioned competitive situation

Using diagram below.

Runner starts between base 1 and 2.

Backstop throws ball to Base 1 and then ball is thrown to bases 2, 3 and homeplate.

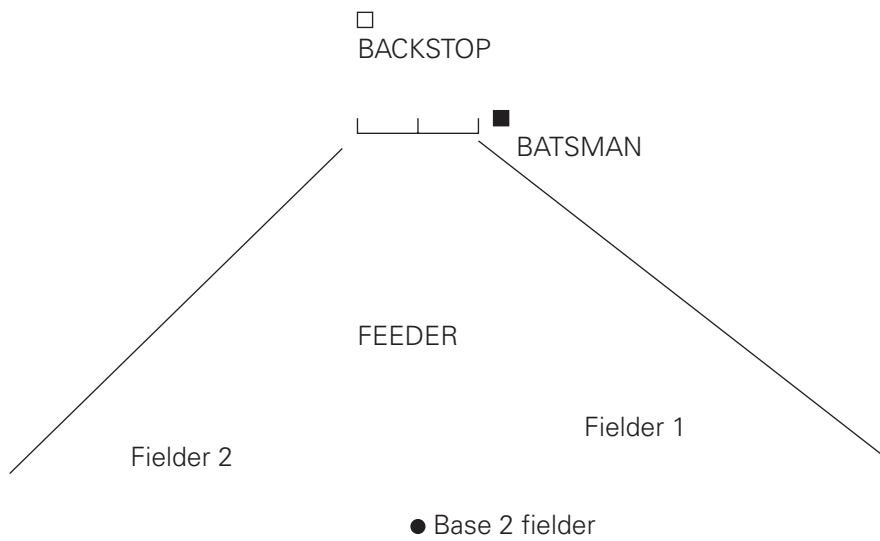
Runner (B) can be tagged or ball has to beat the runner.



### Batting conditioned competitive situation

Batsman has target area for particular strokes.

- Along ground past fielder 1.
- Along ground past fielder 2.
- Over Base 2.



### Pitching drill

Candidate pitches ball to backstop.

Player holds hoop according to signal from backstop.

Ball must pass through hoop.

### Cricket (AS)

The candidate is assessed performing the acquired and developed skills of Cricket.

Candidates will be assessed in:

- either Batting or Bowling
- and Fielding

The focus of the tasks will include:

#### Batting

- defensive shots off front and back foot
- drives off front and back foot
- cut/glance shots
- pull shots
- hook shots
- stance and footwork

#### Bowling

- fast or medium or spin
- fluency of action
- accuracy in terms of line, length, flight
- variation of delivery



**Fielding**

- approaching ball
- stopping ball – short and long barriers
- catching – close and deep
- pick up and throw – underarm/overarm
- reactions and anticipation

Many of the Cricket skills can be assessed in nets as drills. Assessment conditions for fielding skills can be altered, e.g. changing stump size, time allowed for the throw and distance.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Striking/Fielding Games.

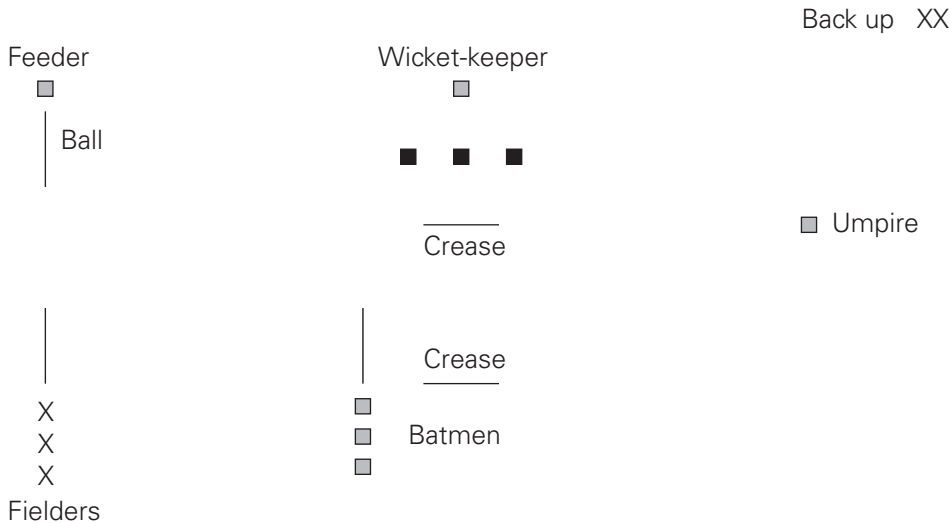
The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations

**Suggestions/exemplars**

Conditioned competitive situations can be created by limiting batting shots, or where the ball is allowed to pitch, or placing all fielders inside/outside designated areas (one day playing circle).

1. Fielding drill

Pick up and throw



Feeder rolls ball towards fielder. Fielder runs in, attacking pick up either short barrier or one handed pick up and throw to wicket-keeper. Change to throw at stumps.

Batter has to slide bat over the crease before fielder hit stumps.



2. Batting drill

Can be demonstrated in nets with bowlers or bowling machines.

Batsman has target areas for particular strokes.

- Off drive (off front foot)
- The pull
- The square cut



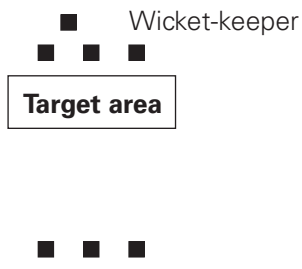
3. Bowling drill

Bowling can be demonstrated in nets.

Mark area down where you would expect a good length ball to pitch.

Points awarded for

- hitting target area
- hitting wickets



**Variation**

- Play passive batsman – does not play ball

## Rounders (AS)

The candidate is assessed performing the acquired and developed skills of Rounders.

Candidates will be assessed in:

- either Fielding or Bowling
- and Batting

The focus of the tasks will include:

### **Batting**

- placement of shot in relation to fielders
- striking – left, right, straight, high, low
- running between bases and cornering technique

### **Bowling**

- pace of bowling – fast/slow
- accuracy
- use of spin
- placement of fielders

### **Fielding**

- approaching ball
- attacking and defensive ground fielding
- stopping ball – short and long barriers
- catching – close and deep
- pick up and throw – underarm/overarm

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Striking/Fielding Games.

The suggestions/exemplars given in Baseball can be used for conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

## Softball (AS)

The same skill base is used in Softball as for Baseball. Please refer to Baseball for details.

The level of success of the acquired and developed skill is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Striking/Fielding Games

The suggestions/exemplars given in Baseball can be used for conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

## Assessment Criteria: Striking/Fielding Games (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Target Activities (AS)

### Archery Flat Green Bowling Golf

Assessment is based on performance in a conditioned competitive/prescribed situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- preparation (selection of equipment, rehearsal and body positioning)
- execution (swing action, drawback and release)
- results (outcome by ball/bowl/arrow placement)
- overall efficiency

The candidate is assessed out of a maximum of 30 marks.

The level of success of the acquired and developed skills is assessed through the movement phases in conjunction with the Target Activities criteria.

## Archery (AS)

The candidate is assessed performing the acquired and developed skills of archery.

The focus of the tasks will include:

- demonstration of correct stance
- demonstration of consistent DFL (Draw Force Line) and ESAR (Eye Sight Arrow Relationship)
- demonstration of personal shot sequence
- selection of appropriately spined arrows for draw weight of bow
- knowledge of personal equipment and its component parts
- application of the safety rules

The level of success in appropriate tactical awareness will be based on:

- recognition of equipment issues that could affect performance
- tactics to be used when shooting

## Log

The candidate should keep a log of their experiences which should contain competition results, dates of competitions, representative achievements and any other relevant experiences. Application of safety principles should also be included as well as equipment considerations.

## Prescribed situation

### Archery Round

Assessment is based on performance in the following situation where the candidate performs under pressure in one of the following rounds.

- Ladies: Bristol 2 – Targets at 60, 50 and 40 yards. Arrows 6 × 12, 4 × 12 and 2 × 12
- Ladies: Bristol 1 (as with Hereford Round)

- Men: York Round – Targets at 100, 80 and 70 yards. Arrows 6 × 12, 4 × 12 and 2 × 12

N.B. for all Rounds the targets have 122 cm faces with five zone scoring.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Target Activities.

Candidates are assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Archery.

## Flat Green Bowling (AS)

The candidate is assessed performing the acquired and developed skills of Flat Green Bowls.

The focus of the tasks will include:

- backhand, forehand, short and long mat
- draw
- resting
- fire or drive
- using adjacent bowls
- blocking

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Target Activities.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

### Suggestions/exemplars

#### Drill 1 – Target drill

Jack at 23 m.

Bowl on the forehand four individual bowls removing each one before the next bowl. Score by proximity to jack.

Repeat on the backhand.

#### Drill 2

Repeat practice but with Jack at full length.

#### Drill 3

Put markers down to define a gap in front and to the side of the jack. Individual bowls to be delivered through the gap to try and touch/hit the jack.

Repeat on the backhand.



#### Drill 4

Put markers down to indicate a position for bowls to rest to

- (a) protect the front of the jack
- (b) act as back bowl if the jack is moved towards the ditch.

Candidate bowls to demonstrate ability to touch/hit the markers.

#### Conditioned competitive situation

The player would be expected to select shots to overcome a teacher/coach imposed condition, for example, jack protected by opposition bowl on each side.

### Golf (AS)

The candidate is assessed performing the acquired and developed skills of Golf.

The focus of the tasks will include:

- club selection and distance
- stroke action and target accuracy
  - driving
  - fairway shots
  - putting
  - bunker play

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. Performance is assessed using the generic assessment criteria for Target Activities.

The following are given as suggestions/exemplars of conditioned competitive situations/drills and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

#### Suggestions/exemplars

The conditioned competitive situation should involve the candidate in driving, approach play, putting, as well as bunker play where necessary.

Candidates should be assessed playing the same stroke several times so that the replication of the skill can be judged.

The candidate's ability to execute the stroke will be combined with the consistency that is shown in achieving the target. In putting this will be the hole and the stroke should be repeated several times from the same position. In driving, the target will be a point on the fairway.

#### Filmed Evidence

Filming the execution of the shot and the outcome in terms of accuracy and flight is difficult (except for putting). Candidates should be filmed from the side and behind. The camera should then zoom to the lay of the ball. Where this is not possible there should be a verbal comment on the result of the stroke. There should be a variety of levels of demand for each type of stroke.

Candidates are assessed out of a maximum of 30 marks.

Candidates' handicaps (where applicable) should be entered on the Rank Order Assessment Form for Golf.

## Assessment Criteria: Target Activities (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a successful range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances.</li> <li>• There is a sound level of success in the selection and application of advanced techniques and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Gymnastic Activities (AS)

## Gymnastics (Floor and Vaulting) Individual Ice (Figure) Skating Rhythmic Gymnastics Trampolining

Assessment is based on performance in a conditioned situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skills is measured through the movement phases identified below:

Movement phases for all Gymnastic Activities

### Shape

- aesthetic quality
- consistency
- control
- overall efficiency

### Form

- the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

### Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness
- height and centring (trampolining only)

### Control

- success in both the individual elements and the sequence as a whole

The level of success of the acquired and developed skills is measured through the movement phases. Performance is assessed using the generic assessment criteria for Gymnastic Activities.

The candidate is assessed out of 30 marks.

The movement difficulty (tariff) of routines and vaulting (including the type of take off assist in vaulting) should be considered when determining access to higher levels.

## Gymnastics (AS)

The candidate is assessed performing the acquired and developed skills of Gymnastics, in both vaulting and short agility sequences. Both performances contribute to the final assessment.

Candidates are assessed in two vaults from the following:

Cross-box vaults

- through vault
- straddle vault
- headspring
- handspring

Vaults will be assessed using the following movement phases:

- shape and aesthetic quality
- flight onto the box
- flight off the box
- repulsion
- landing
- overall efficiency

Reuter board or springboard may be used. The box should be 5 section, competition height or a competition vaulting table. A supporter may stand in but that will result in a lower level of acquired and developed skill.

### Floor Agility sequence

Candidates are required to complete **three** short sequences. Each short sequence should contain a movement from each of the four types below.

- Rolls – forward (e.g. tuck, pike, straddle) backward ( e.g. tuck, pike, straddle)
- Jumps – tuck, star, piked, straddle, half turn, full turn
- Balances – shoulder, arabesque, lunge, headstand, handstand
- Agilities – cartwheel, round off, handspring, flic-flac

These four different types of movement should be joined by linking movements.

The gym square should be a minimum of 10 m × 10 m. A supporter may stand in but that will result in the level of acquired and developed skills being reduced.

The agility sequence will be assessed using the following movement phases:

#### Shape

- aesthetic quality
- consistency
- control
- overall efficiency

#### Form

- the quality of the individual elements of the sequence
- accuracy
- conformity to regulations

#### Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements and of the overall sequence in relation to amplitude, timing and spatial awareness

#### Control

- Success in both the individual elements and the sequence as a whole

The level of success of the acquired and developed skills is measured through the movement phases identified above. The movement difficulty (tariff) of routines and vaulting (including the type of take off and landing in vaulting) should be considered when determining access to higher levels. Performance is assessed using the generic assessment criteria for Gymnastic activities.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Gymnastics.

### Individual Ice (Figure) Skating (AS)

The candidate is assessed selecting and performing acquired and developed skills in the form of a short sequence incorporating ten elements from those identified below with at least one from each sector.

- Step sequence
  - Perimeter stroking forwards clockwise and counter-clockwise
  - Figure 8 backward cross overs, clockwise and counter-clockwise
  - Perimeter power crossover stroking
  - Straight line step sequence
  - Forward drag
- Spins and spirals
  - Upright or cross-toe spin
  - Split spin
  - Camel spin
  - Forward spiral
  - Backward spiral
- Jumps
  - Salchow
  - Toe loop
  - Flip
  - Lutz
  - Axel Paulsen
  - Split-jump
  - Loop/loop combination

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. The movement difficulty (tariff) of routines should be considered when determining access to higher levels. Performance is assessed using the generic assessment criteria for Gymnastic activities.

The candidate is assessed out of a maximum of 30 marks.

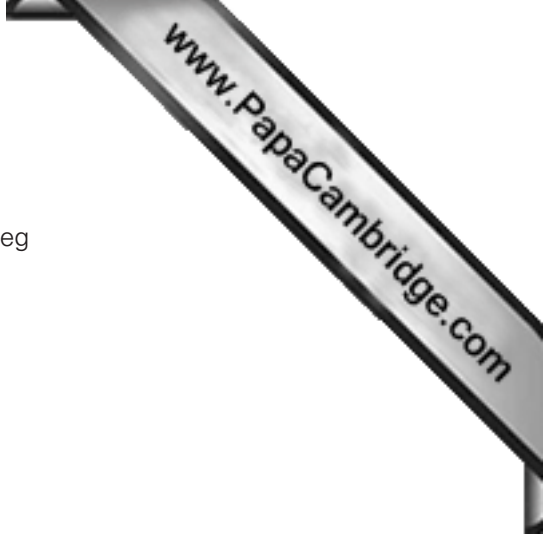
### Rhythmic Gymnastics (AS)

The candidate is assessed selecting and performing acquired and developed skills in **two**, ten movement short agility sequences. In each short agility sequence, candidates should select skills from at least four of the movement areas listed below. Each short agility sequence should use a different piece of apparatus selected from ribbon, hoop, ball, clubs and rope.

#### Floor agility sequence

Movement areas      Skills

- Leaps                      for example, split, fish, stag, cabriole, cossack, side
- Balances                 for example, passa, attitude, arabesque, side, front shoulder



- Pivots for example, passa, attitude, arabesque, fondu, high leg
- Flexibility skills for example, flexion, cobra, pull-up, illusion
- Rolls forward (for example, tuck, pike, straddle)  
backward (for example, tuck, pike, straddle)
- Jumps tuck, star, pike, straddle, half turn, full turn
- Agilities cartwheel, round off
- Tosses low level releases and catch

Agilities may be used in more than one sequence, but a range of acquired and developed agilities must be performed. The apparatus that is used should form an essential part of the routine.

The gym square should be a minimum of 10m × 10m. A supporter may stand in, but will result in a reduction in the level of that acquired and developed skill.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to this section. The movement difficulty (tariff) of routines should be considered when determining access to higher levels. Performance is assessed using the generic assessment criteria for Gymnastic activities.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Rhythmic Gymnastics.

## Assessment Criteria: Gymnastic Activities (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of successful compositional and choreographic strategies.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some compositional and choreographic strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Trampolining (AS)

The candidate is assessed on the ability to perform one 10 contact sequence. This sequence is made up from the elements identified below with at least one from each section.

- Jumps            half and full twist  
                      tuck  
                      pike  
                      straddle
- Drops            seat (2 contacts)  
                      front (2 contacts)  
                      back (2 contacts)
- Twists            drop half twist to feet (2 contacts)  
                      half twist to drop to feet (2 contacts)  
                      drop half twist to drop (half turntable, cradle, swivel hips)  
                      drop full twist to drop (roller, cat twist, full turntable)
- Somersaults    front (tucked)  
                      back (tucked)  
                      straight back  
                      Barani

### Minimum expected sequence

1. back somersault
2. piked straddle jump
3. seat drop
4. half twist to seat drop
5. half twist to feet
6. back drop
7. half twist to back drop
8. half twist to feet
9. tuck jump
10. somersault (tucked)

More able candidates will be expected to perform more linked and technically more difficult movements. Candidates performing at the highest level will be expected to perform at least two advanced somersault movements.

The level of success of the acquired and developed skill is measured through the movement phases identified in the introduction to this section. The movement difficulty (tariff) of routines should be considered when determining access to higher levels. Performance is assessed using the assessment criteria for Trampolining.

The candidate is assessed out of a maximum of 30 marks



## Assessment Criteria: Trampolining (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency in the sequence.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of sequence and composition.</li> <li>• Performances in the prescribed situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production in the sequence.</li> <li>• There is consistent success in the selection and application of advanced techniques in the sequence. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of successful sequence and compositional strategies.</li> <li>• Performances in the prescribed situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the sequence.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the sequence and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound sequence and compositional strategies to show an understanding of the performance requirements.</li> <li>• Performances in the prescribed situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the sequence.</li> <li>• There is an attempt to select and apply advanced techniques in the sequence and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce a satisfactory compositional strategy.</li> <li>• Performances in the prescribed situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some compositional strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the prescribed situations have some consistency, showing some learning and understanding.</li> </ul>

## Outdoor and Adventurous Activities (AS)

Canoeing  
Horse Riding  
Mountain Biking  
Mountain/Hill Walking with  
Campcraft or Hostelling  
Orienteering  
Rock Climbing  
Rowing and Sculling  
Sailing  
Skiing  
Snowboarding  
Windsurfing

### Assessment

Each activity has a minimum prescribed condition. The only exception is Rowing and Sculling where conditioned situations are required.

The candidate is assessed in the selection and application of acquired and developed skills. These skills must be demonstrated and filmed at recognised venues. The activity is not available to candidates who only have access to indoor or artificial venues. The activity is also not available to candidates who are unable to meet the demand of the minimum prescribed conditions.

Candidates will have had considerable experience in outdoor conditions, which will mean that extensive time will have been spent acquiring and developing skills.

The assessment conditions represent the minimum prescribed conditions for assessment at AS. The basis of assessment is the skill ability of the candidate and their ability to complete the required skills. Marks should reflect the proficiency of the execution of the skills and the range of demonstrated skills. More able candidates will be able to demonstrate a more advanced level and a greater range of skills. They will be able to demonstrate the skills in conditions of a higher demand.

### Safety in higher risk activities

Centres are responsible for the safety of their candidate. Candidates must not attempt activities where the prescribed conditions place them at an unreasonable level of risk due to candidate inexperience. Centres must apply appropriate safety measures in accordance with national governing body guidelines and must reflect the risk to ability ratio of the candidate.

Sufficient planning, including a consideration of activities which could be affected by adverse weather conditions should be undertaken early in the course, to ensure that the activities can be assessed and DVD evidence can be produced.

### Awarding of Marks

The candidate is placed into a level according to their ability to demonstrate the required skills against the assessment criteria. The level of demand will then be a second consideration in determining a final mark.

Candidates must submit a log which outlines their experience and achievements in the activity.

Marks should be recorded on the Outdoor and Adventurous Rank Order Assessment Form. Along with each candidate's mark, the **details of the assessment conditions** and a confirmation of completion of the log must be recorded.

## Canoeing (AS)

The candidate is assessed in the selection and application of acquired and developed skills, while planning and taking part in canoeing, which is physically and technically demanding, at a suitable outdoor venue. This activity is not available to candidates who cannot access an outdoor environment that provides the stated demands and difficulty. By the restrictions placed on the activity, flat water K1 racing is excluded from this activity area. Centres should also note the conditions that need to be applied to sea canoeing.

It is expected that candidates at AS standard will have extensive canoe experience. Skills may well have been taught and developed in a pool but at this level it is required that they can demonstrate all skills in open water conditions.

### Assessment

Candidates should be assessed demonstrating the following range of skills. The accuracy, control and fluency should be assessed in the context of the demand of the environment.

The following skills should include the list below. Different forms of kayaking will demand different skills.

Candidates should demonstrate a range of the following skills in water conditions that present a suitable level of demand. At AS this demand would be at grade II or above. The comparable sea conditions would be in broken water with a swell height of 1 m.

- Paddling strokes, forward and backwards, j stroke, draw (sculling and T)
- Turning strokes, stern and bow rudders, sweep, low and high brace
- Support strokes slap, sculling, low and high brace
- Roll techniques
- Moving water techniques, ferry glide, breaking in/out, paddling through stoppers/standing waves, wave riding, surf techniques
- Rescue techniques, self, T, X, H

Candidates should be filmed explaining the safety features of their personal equipment and canoe. They should also outline the dangers and actions to be taken in their assessment conditions.

Candidates must be assessed in the following prescribed conditions:

- Assessment must be on flat outdoor water for support strokes, rolls and rescues.
- Moving water skills should be at least a grade 2 water conditions or at sea in broken water with a swell height of 1 m.

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.



### **Filmed Evidence**

Candidate should be filmed from dry land or a boat. This may involve filming over some distance and Centres must ensure that stroke skill and candidate identification can be clearly seen to allow the footage to support the awarded mark. The filming of the safety/equipment knowledge should be on land.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the water conditions.

Performance is assessed using the assessment criteria for Canoeing.

Candidates are assessed out of a maximum of 30 marks.

## Assessment Criteria: Canoeing (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the expedition. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances.</li> <li>• There is a sound level of success in the selection and application of advanced techniques and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Horse Riding (AS)

Assessment, for all Horse Riding activities is based on performance in a prescribed condition where the candidate performs the acquired and developed skills. This should take place in an environment which presents an appropriate challenge.

### Assessment

The level of success of the acquired and developed skills is measured through the phases identified below:

- hand and leg position
- body position/seat/posture
- skill action/balance/timing
- control/recovery/correction
- effectiveness/accuracy

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should be included.

### Filmed Evidence

Filming should allow the horse, the prescribed conditions and commands from the rider to be seen. Candidates should be filmed explaining the safety features of their personal equipment and for the horse. They should also outline the dangers and actions to be taken in their assessment conditions.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the conditions.

Performance is assessed using the assessment criteria for Horse Riding.

The candidate is assessed out of a maximum of 30 marks.

## Horse Riding (Cross-Country) (AS)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and riding a physically and technically demanding equestrian cross-country course

### Assessment conditions

Assessment is based on performance in a prescribed situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skills is measured through the tests identified below using the specified phases.

The course should be unfamiliar to the candidate and include 10–18 jumps (efforts) of various difficulties measuring 2 ft 9 ins maximum (0.84 metres).

The level of success of the acquired and developed skills is measured through the phases identified in the introduction to this section. The introduction also includes information about filmed evidence and a log. Performance is assessed using the assessment criteria for Horse Riding.

The candidate is assessed out of a maximum of 30 marks.

## Horse Riding (Dressage) (AS)

### Assessment

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and taking part in a physically and technically demanding equestrian Dressage test.

### Assessment conditions

Assessment is based on performance in a prescribed situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skill is measured through the tests identified below using the specified phases.

The level of the test should be a British Dressage Novice test such as 100, 101 or 102, or equivalent.

The level of success of the acquired and developed skills is measured through the phases identified in the introduction to this section. The introduction also includes information about filmed evidence and a log. Performance is assessed using the assessment criteria for Horse Riding.

The candidate is assessed out of a maximum of 30 marks.

## Horse Riding (Show Jumping) (AS)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and riding a physically and technically demanding equestrian show jumping course.

### Assessment Conditions

Assessment is based on performance in a prescribed situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skill is measured through the tests identified below using the specified phases.

The course should be unfamiliar to candidates and include 8–10 jumps (efforts) of various difficulties measuring 3ft maximum (0.914 metres).

The level of success of the acquired and developed skills is measured through the phases identified in the introduction to this section. The introduction also includes information about filmed evidence and a log. Performance is assessed using the assessment criteria for Horse Riding.

The candidate is assessed out of a maximum of 30 marks.

## Horse Riding (Three-Day Eventing) (AS)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and taking part in a physically and technically demanding Three-Day Event.

### Assessment Conditions

Assessment is based on performance in a prescribed situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skills is measured through the tests identified below using the specified phases.

The level of the test should be a British Eventing Intro Dressage test, e.g. 100, 101 or 102, or equivalent

The cross-country course should be unfamiliar to the candidate and include 10–18 jumps (efforts) of various difficulties measuring 2ft 9ins maximum (0.84 metres).

The show jumping course should be unfamiliar to the candidate and include 8–10 jumps (efforts) of various difficulties measuring 3ft maximum (0.914 metres).



The level of success of the acquired and developed skills is measured through the phases identified in the introduction to this section. The introduction also includes information about filmed evidence and a log. Performance is assessed using the assessment criteria for Horse Riding.

The candidate is assessed out of a maximum of 30 marks.



## Assessment Criteria: Horse Riding (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Mountain Biking (AS)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and riding a physically and technically demanding mountain bike course.

Assessment is based on performance in a minimum prescribed condition where the candidate performs the acquired and developed skills under pressure.

### Assessment Conditions

Candidates should be assessed on an IMBA trail at a level of **More Difficult (Blue Square)** or equivalent. Course conditions must be detailed with the assessment sheet.

The level of success of the acquired and developed skills is measured through the skills identified below:

- up-hill/down-hill technique, gearing, control over a range of terrain
- slow drop-off up to ½ metre high
- faster drop-offs at speed
- bunny hops/bike lifts
- climbing and descending in advanced rocky / stepped terrain
- faster cornering techniques
- riding single track at speed

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### Filmed Evidence

Candidates cannot be filmed over the whole course. Candidates should be filmed negotiating strategic points along the course which demonstrate the assessment of listed skills.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the conditions.

Performance is assessed using the assessment criteria for Mountain Biking.

The candidate is assessed out of a maximum of 30 marks.

## Assessment Criteria: Mountain Biking (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the conditioned competitive situation are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency showing some learning and understanding.</li> </ul>

## Mountain/Hill Walking with Campcraft or Hostelling (AS)

The skills for this activity need to be carried out over a three day, two night expedition in an area which is unknown to the candidate(s). The area should be open country and remote from habitation.

### Assessment

The candidate should be assessed in the ability to demonstrate the following acquired skills:

- use of maps
- use of compass
- navigation
- route planning
- knowledge and application of safety

Candidates should demonstrate the above skills so that, **as individuals**, they can be assessed.

They must complete a log of their planning and of the participation in the three day expedition. It is expected that the distance walked will be about 30 miles (50 km).

### Log

- detailed route card to include both planning of the expedition and the actual participation
- safety planning, including equipment and safety procedures, nutritional planning
- application of code of ethics relating to open country walking

### Assessment conditions

Hill walking, by its nature and for safety considerations, is a group activity. Candidates must, however, demonstrate the skills as an individual and be assessed as an individual. Candidates should be filmed in open country demonstrating their ability to complete the above skills.

Route planning should be completed independently by each candidate after being given a common briefing on the positional objectives of the expedition. They should all complete route cards, explain why they have chosen a particular camping location or hostel.

The whole expedition should not be filmed; however, candidate skills must be filmed at some stage during the expedition. Assessment of candidates must be as individuals even though the expedition is carried out as a group.

Completion of a three day expedition is not a single reason for placement into any particular level. How well the planning, skills and log have been completed will determine the mark.

It is not appropriate for candidates to complete the expedition on a sign posted/marked trail (e.g. a woodland marked route or coastal path). The environment must place sufficient demand on the candidate so that they have to use their hill walking skills. Candidates have to be assessed as individuals and not as a group.

### Expedition

The candidate will take part in a physically and technically demanding three day expedition with two nights spent hostelling or camping in unknown open country remote from habitation. The use of roads will be limited to those necessary to move between areas of open country.

The distance walked should be 30 miles (50 km).

When undertaking an expedition in unfamiliar country, the candidates should spend some time there prior to the expedition in order to become well acquainted with the conditions of the area.

The type of terrain should allow the candidates to fulfil the assessment requirements, being open country where walkers are dependent on themselves and remote from any immediate help.

The type and amount of food to be taken forms part of the planning and this will be influenced by the length of the expedition, weight to be carried, personal preferences, energy and nutritional demands and emergency provisions.

The group size should be a minimum of four and maximum of seven.

Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should not take place in hazardous conditions. During the expedition candidates will be expected to exhibit an understanding of the spirit and content of the country code.

### Filmed (and other) Evidence

Candidates should be filmed in open country. Each candidate will need to be filmed independently to demonstrate the skills. Centres must submit a photocopy of the map(s) that the candidate has used to demonstrate the skills.

A sample of logs which reflect a range of marks awarded must be sent with the coursework submission.

### Suggestions/exemplars

Use of map            candidate can orientate the map to north using a compass  
                              candidate can orientate the map from landmarks  
                              candidate can recognise landmarks, different symbols, potential dangers/hazards/  
                              obstacles  
                              use the map to plan a route using recognised paths or points and calculate distances  
                              and give bearings

Route Planning      verbally will be able to use planning rules to calculate time for a leg of a journey;  
                              the log will demonstrate detailed route planning to include the skills above

Performance is assessed using the assessment criteria for Mountain/Hill Walking with Campcraft or Hostelling.

The candidate is assessed out of a maximum of 30 marks.

### Assessment Criteria: Mountain/Hill Walking with Campcraft or Hostelling

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the expedition are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the expedition. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the expedition are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the expedition.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the expedition and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the expedition are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition.</li> <li>• There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the expedition become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the expedition have some consistency, showing some learning and understanding.</li> </ul>

## Orienteering (AS)

Candidates should demonstrate their acquired and developed skills in isolation and whilst completing a recognised orienteering course. This activity is only available to candidates who have access to a course(s) which is structured under the relevant supervising national governing body. Unless Centre staff are experienced orienteering participants, courses that are devised by Centres are not acceptable.

### Assessment

Candidates should demonstrate the following skills:

- use of orienteering maps and orienteering symbols
- use of compass
- distance calculations and route planning
- pace running/counting, 'aiming off'

### Assessment conditions

Candidates should be filmed performing the above skills in isolation whilst in the orienteering environment. The candidate should demonstrate the skills and give verbal commentary on what they are doing.

Candidates should complete an orienteering course at minimum prescribed condition of light green.

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability.

### Filmed Evidence

Candidates should be filmed in an orienteering environment. Each candidate will need to be filmed independently to demonstrate the skills. Centres must submit a photocopy of the map(s) that the candidate has used to demonstrate the skills.

The candidate must submit the results of the event along with the event control card and photocopy of the course.

Performance is assessed using the assessment criteria for Orienteering.

The candidate is assessed out of a maximum of 30 marks.

## Assessment Criteria: Orienteering (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of advanced techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. In this situation, the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performance on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate has a understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate has limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>



## Rock Climbing (AS)

The candidate is assessed in the selection and application of acquired and developed skills whilst planning and taking part in a physically and technically demanding climbing activity at a suitable outdoor venue. This activity is not available to candidates who cannot access an outdoor environment that provides the stated demands and difficulty.

### Assessment

Candidates must demonstrate the following skills:

- moving with agility, balance, weight transfer and control
- traversing
- jamming
- bridging
- laybacking
- mantleshelving

### Combination of skills whilst climbing

The minimum prescribed condition for the climb should be a single pitch at a standard of difficulty which is described as French System Level 5+ (or an equivalent). If Centres use an alternative grading system this must be explained when marks are submitted.

Candidates should be top roped and will not act as the lead climber. The height of the climb should be 20–30 metres with a variety of challenges.

Applying safety procedures to include:

- tying of knots
- fitting of climbing harness
- checking either their own or another's equipment
- belaying from a top rope position (under supervision)
- climbing calls

The assessment of the skills in the prescribed condition, together with a demonstration of the above safety procedures, should produce one final mark.

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### Assessment conditions

The single pitch climb should be completed on a minimum grade French System 5+. It is expected that the candidates achieving very high marks will be on a more difficult graded climb. Where countries use alternative grading systems to classify climb difficulty this must be explained when marks are submitted.

The skill elements can be demonstrated at a low height where the demand of the skill is determined by the difficulty of the rock face and not the element of risk that is associated with height or exposure.

Top roping refers to the position of the rope relative to the climber. It includes belaying from the ground with the rope running through a fixed point at the top of the climb.

### **Filmed Evidence**

The single pitch climb and isolated skills should usually be filmed from below. The preparation and belaying should be filmed from close to the candidate so that their verbal comments to support the work can be clearly heard.

### **International Climbing Grade classification Comparison Tables**

Comparison tables are available on the internet to allow Centres to compare their national climbing classification system with the French system which is providing international comparability.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the conditions.

Performance is assessed using the assessment criteria for Rock Climbing.

The candidate is assessed out of a maximum of 30 marks.

## Assessment Criteria: Rock Climbing (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the expedition are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the expedition are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the expedition.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the expedition and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the expedition are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition.</li> <li>• There is an attempt to select and apply advanced techniques in the expedition and under pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the expedition become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the expedition have some consistency, showing some learning and understanding.</li> </ul>

## Rowing and Sculling (AS)

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- leg position/action
- body position/action
- arm position/action
- posture
- overall efficiency

The efficiency of the following will assist in determining the mark:

- catch
- draw
- finish
- balance
- timing

### Conditioned competitive situations

- Starts. Boat is stationary. Start strokes plus 10
- Steady state rowing for endurance (typically 32–34 strokes/min)
- High stroke rate rowing to simulate a finish (typically 38–40 strokes/min)

### Filmed Evidence

Filming may be carried out from a boat or from the bank. Candidates can be identified by boat and position rather than wearing bib numbers. Filming should allow the stroke action of the candidate, oar and timing within the boat to be filmed. This is usually best done from behind and to the side of the boat.

Performance is assessed using the assessment criteria for Rowing and Sculling.

The candidate is assessed out of a maximum of 30 marks.

## Assessment Criteria: Rowing and Sculling (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is the successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Sailing (AS)

The candidate is assessed in the selection and application of acquired and developed skills, while planning and taking part in sailing at a suitable outdoor venue. This activity is not available to candidates who cannot access an outdoor environment that provides the stated demands and difficulty.

### Assessment

Candidates should be assessed in the role of helmsman, demonstrating the following range of skills:

- launch, jetty, beach, landing
- changing direction, tacking and gybing
- sailing on different points, close haul, reach running, use of centre board
- capsize drill
- advanced skills, trapeze, spinnaker use, planing,
- ability to sail a triangular course. This ability should be assessed in two parts; planning and execution.
- knowledge of required equipment, wind/water conditions and hazards

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### Assessment conditions

Assessment must be on outdoor water with prescribed wind conditions that are sufficient to allow the boat to 'plane'. As a rough guide the minimum prescribed condition is that the wind speed will be at 10 knots.

### Filmed Evidence

Candidate should be filmed from dry land or a boat. This may involve filming over some distance and Centres must ensure that skills and candidate identification can be clearly seen to allow the footage to support the awarded mark. The filming of the safety/equipment/planning knowledge should be on land.

Candidates must submit a log of their sailing experiences to include water/wind conditions, skills accomplished and results/involvement in competitions.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the water conditions.

Performance is assessed using the assessment criteria for Sailing.

The candidate is assessed out of a maximum of 30 marks.

## Assessment Criteria: Sailing (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Skiing (AS)

The candidate is assessed in the selection and application of acquired and developed skills. These skills must be demonstrated and filmed at a recognised ski resort. The activity is not available to candidates who only have access to indoor or artificial slopes.

Candidates will have had considerable experience on natural snow which will mean that extensive time will have been spent acquiring and developing skills.

The level of success of the acquired and developed skill is assessed through the movement phases identified below:

- ski and pole placements
- balance
- posture
- control
- fluency

### Assessment

Candidates should be assessed descending under the minimum prescribed condition of at least a red run to demonstrate the following skills:

- stem turns
- traversing
- parallel turns where the skis skid on the turn
- carved turns showing short and long swings
- side slipping

Good skiers should be expected to turn on demand and not when they are comfortable.

The difficulty of the terrain will influence the awarded mark.

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### Assessment Conditions

When candidates are being assessed on a graded run Centres must ensure that it is on that part of the run that truly represents the grade. Candidates should be assessed over as long a distance as possible (up to 400 m).

### Filmed Evidence

Filming skiing can be difficult and so consideration concerning the collection of evidence and scheduling needs to be part of the initial planning in the course. Often the camera is a long distance from the skier.

Candidates should be filmed descending a slope. The classification of the slope and any other conditions should be recorded on the assessment sheet along with a suitable identifier description (it is appreciated that traditional bibs are less appropriate due to distances that are being filmed). Some filming may be done from a great distance but the sound should include a commentary to help with identification. Equally, assessors who are very competent skiers could film whilst on the move.





It is expected that the candidates achieving very high marks will be on a more difficult graded slope.

Performance is assessed using the assessment criteria for Skiing.

Candidates are assessed out of a maximum of 30 marks.

## Assessment Criteria: Skiing (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Snowboarding (AS)

The candidate is assessed in the selection and application of acquired and developed skills. These skills must be demonstrated and filmed at a recognised ski resort. The activity is not available to candidates who only have access to indoor or artificial slopes.

Candidates will have had considerable experience on natural snow which will mean that extensive time will have been spent acquiring and developing skills.

The level of success of the acquired and developed skill is assessed through the movement phases identified below:

- balance
- posture
- control
- fluency

### Assessment

Candidates should be assessed in the minimum prescribed condition of descending a red run to demonstrate the following skills:

- heel and toe side sliding
- traversing (both heel and toe side)
- toe carving
- heel carving
- carved linked turns

These skills will be assessed on the correct use of board, fluency of performance, balance and posture and control. Good boarders should be expected to turn on demand and not when they are comfortable.

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### Assessment Conditions

When candidates are being assessed on a graded run Centres must ensure that it is on that part of the run that truly represents the grade. Candidates should be assessed over as long a distance as possible (up to 400m).

### Filmed Evidence

Filming snowboarding can be difficult and so consideration concerning the collection of evidence and scheduling needs to be part of the initial planning in the course. Often the camera is a long distance from the boarder.

Candidates should be filmed descending a slope. The classification of the slope and any other conditions should be recorded on the assessment sheet along with a suitable identifier description (it is appreciated that traditional bibs are less appropriate due to distances that are being filmed). Some filming may be done from a great distance but the sound should include a commentary to help with identification. Equally, assessors who are very competent boarders could film whilst on the move.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the conditions.

Performance is assessed using the assessment criteria for Snowboarding.

Candidates are asse:

## Assessment Criteria: Snowboarding (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Windsurfing (AS)

The candidate is assessed in the selection and application of acquired and developed skills, while planning and taking part in windsurfing at a suitable outdoor venue. This activity is not available to candidates who cannot access an outdoor environment that provides the stated demands and difficulty.

Candidates will have had considerable experience in Windsurfing which will mean that extensive time will have been spent acquiring and developing skills.

The level of success of the acquired and developed skill is assessed through the movement phases identified below:

- balance
- posture
- control
- fluency

### Assessment

Candidates should be assessed demonstrating the following range of skills in the minimum prescribed conditions. The accuracy, control and fluency should be assessed in the context of the demand of the environment.

- starts, uphaul and beach
- changing direction, tacking and gybing
- sailing on different points, close haul, reach and running
- advanced skills harness use, footstrap use, planing, carving
- ability to sail a triangular course. This ability should be assessed in two parts; planning and execution.
- knowledge of required equipment, wind/water conditions and hazards

### Log

Candidates **must** submit a log which outlines their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### Assessment conditions

Candidates must be assessed in the minimum prescribed conditions.

Assessment must be on outdoor water. Wind conditions must be sufficient to allow the board to 'plane'. As a rough guide the minimum prescribed condition is that the wind speed will be at 10 knots.

### Filmed Evidence

Candidate should be filmed from dry land or a boat. This may involve filming over some distance and Centres must ensure that skills and candidate identification can be clearly seen to allow the footage to support the awarded mark. The filming of the safety/equipment/planning knowledge should be on land.

Marks will be awarded to reflect the proficiency and range of skills and the demands of the water conditions.

Performance is assessed using the assessment criteria for Windsurfing.

Candidates are assessed out of a maximum of 30 marks.

## Assessment Criteria: Windsurfing (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course.</li> <li>• There is an attempt to select and apply advanced techniques on the course and under pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Swimming (AS)

## Competitive Swimming Life Saving Personal Survival

### Competitive Swimming (AS)

The candidate is assessed in the selection and application of acquired and developed skills in two swimming strokes over a suggested distance of 50m for each stroke. These strokes are chosen from:

- front crawl
- back stroke
- breast stroke
- butterfly

The focus of the tasks will include:

- racing starts
- racing turns
- full strokes
- finishes

Assessment is based on performance in a continuous swimming situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- arm action
- body position
- breathing
- leg action
- overall efficiency

The level of success of the acquired and developed skill is measured through the movement phases. Performance is assessed using the assessment criteria for Competitive Swimming.

The candidate is assessed out of a maximum of 30 marks.

Marks are recorded on the specific Rank Order Assessment Form for Competitive Swimming.

## Assessment Criteria: Competitive Swimming (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a successful range of tactics and strategies.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>



## Life Saving (AS)

The candidate is assessed selecting and performing the following acquired and developed skills:

1. Cardiopulmonary Resuscitation (CPR)
  - (a) Perform emergency resuscitation techniques on a casualty who is not breathing and shows no sign of circulation.
  - (b) Demonstrate competence in:
    - (i) the technique for turning a face down casualty into a face up position;
    - (ii) the techniques for determining signs of circulation in adults, young children and babies;
    - (iii) the technique for managing a casualty who is vomiting;
    - (iv) the technique used to place a casualty in the recovery position.
  - (c) Demonstrate competence in the application of single CPR on a range of approved manikins.
2. The following water rescue skills:
  - (a) Practical rescue – immediate response  
Demonstrate a rescue using the principles of reaching, throwing or wading during a simulated incident.
  - (b) Contact rescue – deep water  
Demonstrate a contact rescue of a casualty in deep water over a short distance (minimum of 5 metres).
  - (c) Deep water recovery (minimum depth of 1.5 metres)  
Demonstrate the rescue and recovery of a casualty who is lying on the bottom of the deepest part of the pool.
  - (d) Swim rescue – conscious casualty  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of a conscious casualty who is in deep water. (Swim 20 metres, Tow 20 metres).
  - (e) Swim rescue – unconscious casualty  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of an unconscious casualty who is in deep water. (Swim 20 metres, Tow 10 metres).

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- assessment of the situation
- preparation for the rescue
- recovery of the casualty
- landing of the casualty
- treatment of the casualty

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

Candidates will not be timed.

## Assessment Criteria: Life Saving (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a successful range of tactics and strategies.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Personal Survival (AS)

The candidate is assessed in the selection and application of acquired and developed skills in personal survival.

These require the candidate to undergo several tests without pauses and without making any contact with the pool wall or floor.

The candidate should perform the following acquired and developed skills under pressure in a strategic situation:

1. Enter deep water using a straddle jump
2. Tread water for two minutes with one arm out of the water (raised arm should be out of the water throughout: candidate may change arms twice throughout)
3. Swim 25 metres to a floating object
4. Sculling 25 metres: stationary sculling on the back, head first scull on the back, feet first scull on the back
5. Take up and hold the H.E.L.P. position for six minutes
6. Using any floating object for support participate in a HUDDLE for two minutes with at least two other similarly clothed swimmers who may be candidates
7. Swim 100 metres retaining a floating object
8. Climb out from deep water without using steps or rail

Clothing should be worn throughout.

Boys' swimwear: long sleeved shirt; long sleeved jumper and trousers

Girls' swimwear: long sleeved shirt; long sleeved jumper and skirt or trousers

The level of success of the acquired and developed skill is measured through the movement phases. Performance is assessed using the assessment criteria for Personal Survival.

The candidate is assessed out of a maximum of 30 marks.

## Assessment Criteria: Personal Survival (AS)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of safety techniques.</li> <li>• Performances in the conditioned competitive situations are excellent and have allowed achievement of performance-based targets.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the requirements to perform and introduces a range of safety techniques.</li> <li>• Performances in the conditioned competitive situations are very good and have been such as to show a high standard of learning and understanding.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances.</li> <li>• There is a sound level of success in the selection and application of advanced techniques and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and result from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic understanding of the requirements of performance and is able to introduce and use safety techniques at a satisfactory level.</li> <li>• Performances in the conditioned competitive situations become more consistent and show some learning and understanding.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some safety techniques with a limited understanding of the requirements of performance.</li> <li>• Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.</li> </ul>

## Appendix A: AS PE (9396/02) Coursework Assessment Forms

Coursework assessment forms have been designed to enable Centres to provide detailed information about coursework assessment. The forms are

- Generic rank order assessment form for assessing the majority of practical activities (G)
- Activity specific rank order assessment forms for specified activities (S)
- Action Plan front cover sheet and Action Plan assessment forms
- Coursework Summary Assessment Form for collating all marks
- Coursework Dispatch Sheet

These forms must be completed and submitted for moderation. Forms are either Generic (G) or specific to the activity (S). The exception to this is a common form for Outdoor and Adventurous activities (OA). The list of activity codes is also given in the table below.

Activity Category	Activities	Activity Codes	AS Rank order form Activity Specific (S) or Generic (G)
<b>1 Athletic Activities</b>	Cross Country Running	Cc	<b>S</b>
	Track and Field Athletics	Ath	<b>S</b>
	Track Cycling	TC	<b>S</b>
	Triathlon	Tri	<b>S</b>
<b>2 Fitness Activities</b>	Weight Training (AS)	Wt	<b>G</b>
<b>3 Combat Activities</b>	Judo	Ju	<b>G</b>
	Karate (non-contact)	Ka	<b>G</b>
<b>4 Dance Activities</b>	Dance various styles	Da	<b>S</b>
<b>5 Invasion Games</b>	Association Football	AF	<b>G</b>
	Basketball	Bas	<b>G</b>
	Field Hockey	Ho	<b>G</b>
	Goalball	Goa	<b>G</b>
	Handball	Ha	<b>G</b>
	In-line Hockey	ILH	<b>G</b>
	Lacrosse	La	<b>G</b>
	Netball	Ne	<b>G</b>
	Rugby League	RL	<b>G</b>
	Rugby Union	RU	<b>G</b>
	Water Polo	Wp	<b>G</b>

<b>6 Net/Wall Games</b>	Badminton	Bad	<b>G</b>
	Squash	Sq	<b>G</b>
	Table Tennis	TT	<b>G</b>
	Tennis	Te	<b>G</b>
	Volleyball	Vo	<b>G</b>
<b>7 Striking/Fielding Games</b>	Baseball	Bb	<b>G</b>
	Cricket	Cri	<b>G</b>
	Rounders	Ro	<b>G</b>
	Softball	So	<b>G</b>
<b>8 Target Activities</b>	Archery	Ar	<b>S</b>
	Flat Green Bowling	Bo	<b>G</b>
	Golf	Go	<b>S</b>
<b>9 Gymnastic Activities</b>	Gymnastics	AG	<b>S</b>
	Individual Ice (Figure) Skating	FS	<b>G</b>
	Rhythmic Gymnastics	RG	<b>S</b>
	Trampolining	Tr	<b>G</b>
<b>10 Outdoor and Adventurous Activities</b>  <b>(OA rank order form to be used for each activity in this category)</b>	Canoeing	Ca	<b>OA</b>
	Horse Riding (cross-country/ dressage/show jumping/three-day eventing)	HR	<b>OA</b>
	Mountain Biking	MB	<b>OA</b>
	Mountain/Hill Walking with Campcraft or Hostelling	Hw	<b>OA</b>
	Orienteering	Or	<b>OA</b>
	Rock Climbing	Rc	<b>OA</b>
	Rowing and Sculling	Row	<b>OA</b>
	Sailing	Sa	<b>OA</b>
	Skiing	Sk	<b>OA</b>
	Snowboarding	Sb	<b>OA</b>
	Windsurfing	Ws	<b>OA</b>
<b>11 Swimming</b>	Competitive Swimming	Sw	<b>S</b>
	Life Saving	LS	<b>G</b>
	Personal Survival	PS	<b>G</b>











## AS Physical Education (9396/02) Triathlon Rank Order Assessment Form

<b>Centre Number</b>		<b>Centre Name</b>	
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This form should be completed in rank order, with the most able candidate with the highest mark at the top. Candidate DVD ID must be entered and match the DVD evidence provided. DVD evidence **must** be provided for moderation. Male and Female candidates should be ranked separately. See page 19 of this document for guidance on the awarding of marks. Times achieved should be provided for information only.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Final Mark	Split	Time	Total Time	CIE Use
					Swim 300			
					Bike 8 km			
					Run 2 km			
					Swim 300			
					Bike 8 km			
					Run 2 km			
					Swim 300			
					Bike 8 km			
					Run 2 km			
					Swim 300			
					Bike 8 km			
					Run 2 km			
					Swim 300			
					Bike 8 km			
					Run 2 km			

<b>Name of Assessor</b>		<b>Date</b>	
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## AS Physical Education (9396/02) Dance Rank Order Assessment Form

<b>Centre Number</b>	<b>Centre Name</b>
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This form should be completed in rank order, with the most able candidate with the highest mark at the top. Candidate DVD ID must be entered and match the DVD evidence provided. DVD evidence **must** be provided for moderation. Male and Female candidates should be ranked separately. See page 28 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Dance (30)	Mark (90)	Final Mark (30)	CIE Use
				1.			
				2.			
				3.			
				1.			
				2.			
				3.			
				1.			
				2.			
				3.			
				1.			
				2.			
				3.			

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>
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# AS Physical Education (9396/02) Gymnastics Rank Order Assessment Form



<b>Centre Number</b>		<b>Centre Name</b>	
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This form should be completed in rank order, with the most able candidate with the highest mark at the top. Candidate DVD ID must be entered and match the DVD evidence provided. DVD evidence **must** be provided for moderation. Male and Female candidates should be ranked separately. See page 67 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Vault Floor	Mark (30)	Final Mark (30)	CIE Use
				Vault			
				Floor			
				Vault			
				Floor			
				Vault			
				Floor			
				Vault			
				Floor			
				Vault			
				Floor			
				Vault			
				Floor			
				Vault			
				Floor			
				Vault			
				Floor			

<b>Name of Assessor</b>	<b>Date</b>
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# AS Physical Education (9396/02) Rhythmic Gymnastics Rank Order Assessment Form

www.PapaCambridge.com

Appendix A: AS Physical Education Coursework Assessment Forms

<b>Centre Number</b>		<b>Centre Name</b>	
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This form should be completed in rank order, with the most able candidate with the highest mark at the top. Candidate DVD ID must be entered and must match the DVD evidence provided. DVD evidence **must** be provided for moderation. Male and Female candidates should be ranked separately. See page 69 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Floor Agility	Mark (30)	Final Mark (30)	CIE Use
				FA1			
				FA2			
				FA1			
				FA2			
				FA1			
				FA2			
				FA1			
				FA2			
				FA1			
				FA2			
				FA1			
				FA2			
				FA1			
				FA2			

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>	
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## AS Physical Education (9396/02) Action Plan Cover Sheet

A completed copy of this form must be attached to the front of each Action Plan.

<b>Centre No.</b>		<b>Centre Name</b>	
<b>Candidate No.</b>		<b>Candidate Name</b>	
<b>Name of activity on which the action plan has been undertaken</b>			

### Candidate declaration

I declare that the attached work was produced solely by me and that any information from other sources has been appropriately acknowledged.

<b>Candidate Signature</b>		<b>Date</b>	
----------------------------	--	-------------	--

### Teacher declaration

I declare that I have supervised sufficiently the work of the candidate and can confirm that it is solely the work of the candidate.

<b>Name of Teacher</b>		<b>Teacher's signature</b>	
<b>Mark awarded for Action Plan (mark out of 30)</b>		<b>Date</b>	

CIE USE
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# AS Physical Education (9396/02) Action Plan Rank Order Assessment Form

www.PapaCambridge.com

<b>Centre Number</b>		<b>Centre Name</b>	
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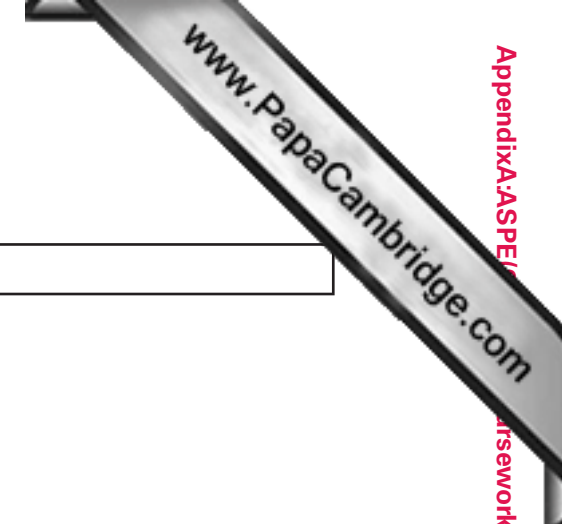
This form should be completed in rank order, the candidate with the highest mark at the top. **Male and Female candidates should be ranked together.** Indicate the activity on which the action plan was carried out.

Candidate No.	Candidate Name	Activity Code	Mark (30)	CIE Use

<b>Name of Assessor</b>		<b>Signature</b>		<b>Date</b>	
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## AS Physical Education (9396/02) Coursework Dispatch Sheet



<b>Centre Number</b>		<b>Centre Name</b>	
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Total Student Entry \_\_\_\_\_ Total Number of Activities submitted \_\_\_\_\_

**Enclosures (please tick) Documents should be dispatched in the following order without any plastic wallets**

- MS1 (middle copy)
- Coursework Summary form (previously called Final Practical Assessment Form)
- Action Plan/Evaluation and Appreciating Rank Order
- Activity Assessment sheets (with candidate identifier included)
- DVD (checked for clarity and identifiers)
- Action Plans (stapled together)
- Other Supporting evidence (please specify below)

Activities entered with candidate totals

Activity	Candidate Totals			DVD Location (if applicable)	Additional Evidence Provided	CIE Use
	Male	Female	Total			

<b>Name of Assessor</b>		<b>Signature</b>		<b>Date</b>	
-------------------------	--	------------------	--	-------------	--



## Activity Codes for activities

Activity category	Activity	Activity Codes
<b>Athletic Activities</b>	Cross Country Running	Cc
	Track and Field Activities	Ath
	Track Cycling	TC
	Triathlon	Tri
<b>Fitness Activities</b>	Weight Training (AS)	Wt
	Olympic Weight Lifting (A2)	OWL
<b>Combat Activities</b>	Judo	Ju
	Karate (non-contact)	Ka
<b>Dance Activities</b>	Various styles	Da
<b>Invasion Games</b>	Association Football	AF
	Basketball	Bas
	Field Hockey	Ho
	Goalball	Goa
	Handball	Ha
	In-line Hockey	ILH
	Lacrosse	La
	Netball	Ne
	Rugby League	RL
	Rugby Union	RU
	Water Polo	Wp
<b>Net/Wall Games</b>	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
	Volleyball	Vo
<b>Striking/Fielding Games</b>	Baseball	Bb
	Cricket	Cri
	Rounders	Ro
	Softball	So
<b>Target Activities</b>	Archery	Ar
	Flat Green Bowling	Bo
	Golf	Go

Activity category	Activity	Activity Code
<b>Gymnastic Activities</b>	Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
<b>Outdoor/Adventurous</b>	Canoeing	Ca
	Horse Riding (cross-country/dressage/ show jumping/three-day eventing)	HR
	Mountain Biking	MB
	Mountain/Hill Walking with Campcraft or Hostelling	Hw
	Orienteering	Or
	Rock Climbing	Rc
	Rowing and Sculling	Row
	Sailing	Sa
	Skiing	Sk
	Snowboarding	Sb
	Windsurfing	Ws
<b>Swimming Activities</b>	Competitive Swimming	Sw
	Life Saving	LS
	Personal Survival	PS

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## CIE Contacts

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