

IGCSE Physical Education (0413)

Coursework Component (Practical Activities and Analysing and Improving Task)

Recommended Prior Knowledge

Because an important part of the IGCSE Physical Education course involves pupils participating in a range of practical activities it is important, but not imperative, that they should have some previous knowledge and experience of their chosen activities. In most cases this experience will have been gained from participating in normal Physical Education lessons in school but some pupils may have practical experience from other activities undertaken outside school. From past experience, most pupils tend to choose those activities that they have enjoyed most in their early years of Physical Education lessons in school. The more popular activities have tended to be Association Football, Basketball, Netball, Badminton, Rounders, Track and Field Athletics, Swimming, Gymnastics and Dance. However, the wide range of activities offered within the syllabus makes the course very attractive to pupils who wish to follow their sporting interests, whether it is school based or stems from sporting interests that they are pursuing outside of school.

Context

As part of the course and the assessment, pupils are required to demonstrate their ability to plan, perform and evaluate within the context of each of their four chosen practical activities (Assessment Objective 1). In addition, pupils are required to demonstrate their ability to analyse and improve their own and someone else's performance in each of their chosen activities (Assessment Objective 2). Since both of these components are so closely related it is important that they are taught as an integrated part of the coursework.

The importance of the coursework component should not be underestimated since it counts for 60% of the overall marks awarded to each candidate.

Outline

Students should be taught at least four practical activities, in line with the syllabus requirements. From this range of activities pupils will offer four activities for assessment. Within each activity pupils should be taught how to prepare themselves through a warm-up routine. After being taught how to carry out a warm-up, pupils should be encouraged to lead a small group through a simple warm-up routine before every activity. They should be taught the basic skills and techniques of each activity, and if relevant, the tactics and strategies involved in the activity. Also, through participation they should be taught the rules and regulations of the activity. Pupils should then experience participation in the activity under applied conditions. In addition, pupils should be taught the skills of observing and analysing performance with a view to recognising any weaknesses in performance, and then be able to suggest how these weaknesses might be improved through training and practice.

Since the teaching of practical activities is closely connected to the analysis of performance it is suggested that, where appropriate, both should be integrated into each practical lesson. Teachers should devise situations to enable pupils to not only participate in the practical skills but also to observe and analyse other pupils taking part. In this way, pupils clearly see the connection between both performance and analysing performance.

Because of the very wide range of practical activities offered within the syllabus it is not possible to provide schemes of work for every single activity. Instead, one scheme of work is provided for an activity from each activity area. The chosen activities are Association Football, Gymnastics, Dance, Track and Field Athletics, Hill Walking and Campcraft and Personal Survival.

The following schemes of work provide ideas of how different activities might be taught. The schemes of work should be used selectively, along with other proven ways in which the activities have been successfully taught.

Association Football

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Planning, Performing and Evaluating	Pupils are required to demonstrate the following skills and techniques:	Pupils should be taught in a variety of situations, as demanded by the type of skill. Some skills such as ball control, dribbling, shooting and heading can be taught as individual skills.	http://www.thesfi.co.uk
Basic Skills and Techniques	<p>Passing: Types of pass, ground, lofted, chip, volley, position at each pass, uses of the passes in the game, use of either foot, inside or outside. Accuracy and weight of the pass. Angles of the pass, ability to get free for a pass, selection of the appropriate pass, communication between players.</p> <p>Control: Use of various surfaces, (head, chest, foot, thigh), relax and retract the surface used, control away from a defender or towards a team-mate, control under pressure, get into line with the ball, eyes on the ball throughout.</p> <p>Dribbling: Running with the ball, with and without pressure, changing rhythm and pace, direction, using different parts of the foot, use of feints, body swerves. Beating an opponent, in particular positions (wing) and shooting. Screening to gain time for a pass.</p> <p>Heading: Attacking - head down and to wrong-foot goalkeepers. Defending - head high, wide and for distance, contact with the ball in attack or defence. Jumping to head the ball, heading as a pass, heading while being marked.</p> <p>Shooting: With either foot, inside or outside, short and long-range shots, swerving shots, volleys, side-on or facing the goal, penalty kicks.</p>	<p>However, these and other skills can also be taught in small group situations, ideally within a grid system. Once some of the basic skills have been acquired pupils should be introduced to small activity situations, such as 1 versus 1, 2 versus 2 and 3 versus 3 within a restricted area.</p> <p>Certain restrictions and adaptations can be introduced in order for candidates to be introduced to 'applied conditions'. These might be as simple as receiving and controlling the ball with a particular leg, passing with non-preferred foot, 'one touch' or 'two touches' on the ball when receiving and passing.</p> <p>More demanding skills and levels of concentration can be introduced into the game under other applied conditions. These might involve certain players playing with a restricted part of the marked area, only passing to specific players, only shooting at goal from a given area, playing an improvised game in which the object of 3 players is to make as many passes to their team as possible before the ball is intercepted by 2 opposing players.</p> <p>Variations in the rules, size of pitch or tactics within the game can be applied within an applied conditioned game of 5 v 5 or 6 v 6 players. Examples of where these may be applied may</p>	<p>The Schools Football Initiative</p> <p>http://www.thefa.com</p> <p>Football Association</p>

AO1

Learning outcomes

Position to shoot after control, the accuracy of the first touch.

Power versus accuracy.

General technique, head down, good contact, follow through.

Tackling: Interception before tackle, jockeying for position, front tackle, side tackle, slide tackle, recovery after the tackle, transfer of weight during the tackle.

Goalkeeping: Collecting the ball at various heights, body position, shot stopping, dealing with crosses, narrowing of angle, punch or catch, body behind the ball throughout. Throwing, place kicking, kicking from the hands, punching (two hands if possible), diving at players' feet, anticipation, distribution.

Communicating with other players.

Positioning at various set pieces.

Suggested Teaching activities

be where the game is played without an off-side rule, where the game is played within an area a quarter of the pitch, or where specific players are restricted to movement within part of the pitch, or the ball has to be moved down the side of the pitch before it can be passed to the goal area for an attempt on goal.

Pupils can also be asked to devise their own variations of applied conditions as a means of improving the pattern of play.

Learning resources

Analysing and Improving

Pupils are required to carry out an analysis of either their own performance within the game/activity or a partner's performance.

In order to fulfil this task pupils need:

- (1) Identify the main skills and techniques of the player in their position.
- (2) Identify the strengths of the player in terms of what he/she does well. In terms of a self-analysis the strengths may only be identified through feedback from a teacher or coach or through video recorded evidence.
- (3) Identify the weaknesses of the player in terms of what he/she does poorly. Similarly video evidence or feedback might be necessary in the case of a self- analysis.
- (4) Suggest ways in which he/she might maintain their present level of fitness and skill and also improve any weakness they might have. This should be set

In order for pupils to understand the concept of analysis the teacher should place them in situations where they can observe and record skills in the game situation. In the first instance all pupils need to know the essential skills, tactics, and terms used in the game. This can only be achieved if the teacher makes a strenuous effort to emphasise these skills during the teaching of the activity. Over time the pupils will build up a 'repertoire of names' of the important skills. Then a simple way of ensuring that pupils recognise these skills is to provide a check list of them and ask pupils to record when they are seen in a practical situation. In Football for example, every time a particular player makes a short pass or controls the ball with his right or left leg, the skill can be recorded. In this way, a record of the pattern of the skills that the player can perform can be built up. The same

AO1

Learning outcomes

out in a training programme.

Suggested Teaching activities

exercise can be used to identify both strengths and weaknesses in a performance.

Having identified the weaknesses in a performance the pupils then need to clarify if the weaknesses are related to skill or fitness. If they are skill-related the pupils should suggest practices that might be used to improve the performance. If the weaknesses are fitness-related the pupil needs to say which fitness component needs to be strengthened and how this might be carried out. The pupil needs to draw on his knowledge of training practices and incorporate these into his/her training programme. The training programme needs to be designed with progression in mind.

Finally, if the training programme is then followed the pupil needs to evaluate the success or otherwise of the programme.

All this needs to be set out in the order shown above and written up as the Analysing and Improving Task.

Learning resources

Artistic Gymnastics

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Planning, Performing and Evaluating Floor sequence Basic Skills	<p>Pupils are required to demonstrate the following basic skills and techniques:</p> <ul style="list-style-type: none">• Kick up to handstand• Forward roll tucked• Forward roll to straddle• Half and full turn jumps• Dive forward roll• Backward roll to straddle• Headstand• Handstand forward roll• Backward walkover• Forward walkover• Cartwheel• Splits (forward and sideways)• Arab spring or round off• Handspring• Headspring• Straight leg forward roll• Backward roll through Handstand• Valdez	<p>Pupils should build on their previous gymnastic skills and be taught a range of basic skilled movements. Wherever possible these skills, once performed to a competent standard, should be linked together. In this way pupils are able to show linked combinations of movements. This is important since pupils are required to devise a sequence of 6 to 8 linked movements as part of the Artistic Gymnastic assessment. Pupils who hope to achieve the highest marks will endeavour to include several advanced skills in their floor sequence.</p> <p>Teachers should encourage pupils through their teaching to perform the skills with poise, control and fluency. Where movements normally require extension or flexion of certain parts of the body, these should be clearly shown.</p> <p>These skills can be taught in a variety of different ways but encouraging pupils to show particular movements through free creative practice is one proven way.</p> <p>The following is a typical simple introductory sequence of movement: Stretch jump, forward roll followed by a dive forward roll, head stand (held for 2/3 seconds), backward roll, jump twist followed by a cartwheel to standing position. Pupils should be encouraged to progress to more complicated movement but within the bounds of safety.</p>	<p>www.bbc.co.uk/sportacademy</p> <p>Details of British Amateur Gymnastics Association and access to most popular sports and governing bodies. It contains details of news and views as well as coaching methods and awards.</p>
Advanced Skills	<p>Pupils may also be taught the following advanced skills:</p> <ul style="list-style-type: none">• Flic flac• Back somersault• Front somersault• Arab spring followed by somersault• Arab spring followed by flic flac• Handstand (hold for 3 seconds)• Fly spring	<p>More able pupils will include the listed advanced skills in a sequence of movements.</p> <p>Pupils should be taught to use a variety of equipment as part of the sequence of movements. These may include spring boards, different depths of mats, trampettes, ropes, benches and other fixed and portable gymnastic equipment.</p> <p>In addition, the teacher should apply certain conditions to the gymnastic tasks that are set. A simple example of this might be where the teacher</p>	

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Analysing and Improving	<p>Pupils are required to carry out an analysis of either their own performance within the activity or a partner's performance.</p> <p>In order to fulfil this task pupils need to:</p> <ol style="list-style-type: none">(1) Identify the main skills and techniques of the participant in their position.(2) Identify the strengths of the player in terms of what he/she does well. In terms of a self-analysis the strengths may only be identified through feedback from a teacher or coach or through video recorded	<p>sets out certain pieces of equipment and then asks pupils to devise a sequence of movements to include the use of all the equipment. Another means of applying conditions might be for the teacher to specify certain movements e.g. a forward roll, over or around certain items of equipment.</p> <p>Pupils should be taught through a programme of vaults of graded level of difficulty. The emphasis throughout should be quality if movements showing the following:</p> <p>Approach – balanced controlled run up. Take off – vigorous and double footed. Flight on – arms reaching for the box or vaulting apparatus, legs initially together and straight. Flight in the air – clear controlled body position. Flight off – arms straight, hands control the movement from the horizontal position over the apparatus to the vertical landing position, head erect, legs straight and apart. Landing – controlled, legs together, flexed on landing with no forward movement, upright position.</p> <p>Teaching should always include due consideration to safety and support.</p> <p>In order for pupils to understand the concept of analysis the teacher should place them in situations where they can observe and record skills in the events or activity situation. In the first instance all pupils need to know the essential skills, tactics (if appropriate), and terms used in the activity. This can only be achieved if the teacher makes a strenuous effort to emphasise these skills during the teaching of the activity. Over time the pupils will build up a 'repertoire of names' of the important skills. Then a simple way of ensuring that pupils recognise these skills is to provide a check list of them and ask pupils to record when they are seen in a practical situation. In, for example, an astride vault, every time a participant makes an error in his/her approach, take-off, flight or landing, the error can be recorded. In this way errors in technique/style can be provided as feedback. The same exercise can be used to identify strengths in a performance.</p>	

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
	<p>evidence.</p> <p>(3) Identify the weaknesses of the participant in terms of what he/she does poorly. Similarly video evidence or feedback might be necessary in the case of a self-analysis.</p> <p>(4) Suggest ways in which he/she might maintain their present level of fitness and skill and also improve any weakness they might have. This should be set out in a training programme.</p>	<p>Having identified the weaknesses in a performance the pupils then need to clarify if the weaknesses are skill-related or fitness-related. If they are skill-related the pupils should suggest practices that might be used to improve the performance. If the weaknesses are fitness-related the pupil needs to say which fitness component needs to be strengthened and how this might be carried out. The pupil needs to draw on his knowledge of training practices and incorporate these into his/her training programme. The training programme needs to be designed with progression in mind.</p> <p>Finally, if the training programme is then followed, the pupil needs to evaluate the success or otherwise of the programme.</p> <p>All this needs to be set out in the order shown above and written up as the Analysing and Improving Task.</p>	

Dance

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Planning, Performing and Evaluating	<p>Pupils may be taught dances of different kinds. These might be of a folk or ethnic type, e.g. Irish dances, dances of a historical nature, e.g. Scottish reel or jig dances, dances which reflect a theatrical style, e.g. ballet or tap dancing and social dances e.g. ballroom or sequence dances.</p>	<p>Pupils should build on experiences previously acquired through earlier dance lessons.</p>	<p>http://www.rad.org.uk</p>
Basic Skills	<p>Pupils will be required to perform in one or more dances showing the technical and expressive nature of their chosen dances. Each dance should last approximately 3 minutes or could be longer depending on the music.</p>	<p>Pupils should be taught different types of dances and dance movements so that they become acquainted with the full demands and characteristics of the type of dance they wish to be involved in. To achieve this, pupils need to be familiar with the following:</p> <ul style="list-style-type: none">Principles – posture/placement, alignment, co-ordination, balance, control and mobility.The body – the use of different parts of the body in isolation and in combination.Dynamics – speed, shape, continuity and rhythm.Spatial – shaping and projecting the body.Dance combination – exploring a range of ideas, styles and accompaniments.Dance appreciation – appreciating the meaning and significance of different types of dances.	<p>is the website of the Royal Academy of Dance</p>
	<p>As well as performing in a dance, pupils should be encouraged to compose the dance and be able to appreciate the nature of the dance. The latter point can be achieved through description, interpretation and evaluation.</p>	<p>Teachers should provide opportunities, though applied conditions, for pupils to:</p> <ul style="list-style-type: none">Compose solo, duo and group dances and participate in them.Explore a range of dance ideas and accompaniment, develop appropriate actions, special and dynamic content, choreographic devices as appropriate to the dance style, expression and communication.Participate in dance composition, improvisation and selection of movement, shaping of material into coherent form (motif, development, repetition, variation, contrast, climax and logical sequencing.)Recognise and use a range of stimuli (e.g. music, word, percussion), visual (picture, sculpture), ideas (based on stories and poetry).Recognise the appropriateness of types of dress.	<p>http://www.danceineducation.com</p>
		<p>For teachers to apply conditions with dance lessons they should consider presenting pupils with simple dance tasks. These might be themes, ideas, dances which involve certain features or movements, specific music and rhythms etc.</p>	<p>is the website for Dance in Education Services, which specialises in the development of dance resources and services for use in schools, colleges and universities.</p>

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Analysing and Improving	<p>Pupils are required to carry out an analysis of either their own performance within the dance or a partner's performance. In order to fulfil this task pupils need to:</p> <ol style="list-style-type: none">(1) Identify the main skills and techniques of the participant in their dance.(2) Identify the strengths of the participant in terms of what he/she does well. In terms of a self-analysis the strengths may only be identified through feedback from a teacher or coach or through video recorded evidence.(3) Identify the weaknesses of the participant in terms of what he/she does poorly. Similarly video evidence or feedback might be necessary in the case of a self- analysis.(4) Suggest ways in which he/she might maintain their present level of fitness and skill and also improve any weakness they might have. This should be set out in a training programme.	<p>In order for pupils to understand the concept of analysis the teacher should place them in situations where they can observe and record skills in a dance situation. In the first instance all pupils need to know the essential skills, movements, and terms used in dance. This can only be achieved if the teacher makes a strenuous effort to emphasise these skills etc. during the teaching of dance. Over time the pupils will build up a 'repertoire of names' of the important skills, movements and expressions. Then a simple way of ensuring that pupils recognise these skills is to provide a check list of them and ask pupils to record when they are seen in a practical situation. In Ballroom dancing for example, every time a particular participant makes a particular movement, the skill/ movement can be recorded. In this way, a pattern of the skills that the participant can perform can be built up. The same exercise can be used to identify strengths and weaknesses in a performance.</p> <p>Having identified the weaknesses in a performance the pupils then need to clarify if the weaknesses are skill-related or fitness-related. If they are skill-related the pupils should suggest practices that might be used to improve the performance. If the weaknesses are fitness-related the pupil needs to say which fitness component needs to be strengthened and how this might be carried out. The pupil needs draw on his knowledge of training practices and incorporate these into his/her training programme. The training programme needs to be designed with progression in mind.</p> <p>Final, if the training programme is then followed, the pupil needs to evaluate the success or otherwise of the programme.</p> <p>All this needs to be set out in the order shown above and written up as the Analysing and Improving Task.</p>	

Track and Field Athletics

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
<p data-bbox="123 319 369 414">Planning, Performing and Evaluating</p> <p data-bbox="123 438 369 502">Basic Skills</p>	<p data-bbox="380 319 884 502">Pupils must demonstrate their ability in three athletic events chosen from the groups of Running events, Jumping events and Throwing events. No more than two events should be from any one group of events.</p> <p data-bbox="380 534 884 997">Pupils should demonstrate and if necessary explain: How they would prepare thoroughly both mentally and physically for the three different events. How to employ any tactics (if appropriate) during the event. The correct techniques throughout each event. Times distances and heights will show a high level of performance according to the Five Star Award Scheme scoring chart. How to evaluate the quality of their own and others' performance in the same events.</p>	<p data-bbox="896 319 1624 630">Teachers should build on pupils previous athletic experiences. In running events pupils are only likely to improve if they experience progression. For example: In Sprinting events (100m, 200m, 300m (girls) and 400m) pupils should practice over the shorter distances before progressing to the longer distances. Whilst doing this teachers should ensure that pupils are taught the importance of starting procedure and technique, length and cadence of stride, pacing, running from the front, racing tactics and finishing.</p> <p data-bbox="896 630 1624 726">In Distance running (800m, 1500m, 3000m) in addition to the points mentioned above pupils should be taught how to maintain form throughout the race.</p> <p data-bbox="896 726 1624 997">In Hurdling (80m Girls, 100m, 110m, 400m and steeplechase) pupils should practise the start, stride pattern for different distances, correct hurdle clearance – lead and trail leg, arm position, movement between and off hurdles, steeplechase clearance, foot on the barrier, push off and step into the water. These actions should be practised over individual and then over two or three low hurdles until the rhythm of hurdling is established. The hurdles can then be raised incrementally.</p> <p data-bbox="896 997 1624 1220">In Relay racing pupils can be introduced to simple relay running over 30/40m by each sprinter touching partner's hand using alternate hands. Once practised this can be undertaken as a competitive race. Having mastered this simple technique pupils can be introduced to baton changing and sprinting over longer distances. At this point pupils need to be introduced to check marks.</p> <p data-bbox="896 1244 1624 1396">In Jumping events (Long Jump, High Jump, Triple Jump and Pole Vault) pupils should start with the basics of run up, take off, flight and landing. With safety considerations in mind, pupils should be given the opportunity to experiment with different styles in order to find the one</p>	<p data-bbox="1635 319 2083 359">www.esaa.net</p> <p data-bbox="1635 383 2083 478">English School Athletics Association. Results of all national athletics and cross country competitions.</p>

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
		<p>style that they feel most comfortable with. Having found the right style for them they should be encouraged to build up their strength and technique in order to achieve progressively improved performances. Pupils should be involved in measuring and judging the different events. A number of well proven teaching techniques can be applied to encourage pupils to achieve greater jumping distances and heights. These include: shorter or longer approaches with a concentration on stepping high off the take-off board, using a spring board to allow pupils to get the feeling of height and flight, stepping off an upturned metal dust bin set in the sand in the jumping pit to enable pupils to be taught the 'hitch kick' technique.</p> <p>In Throwing events pupils should work from a simple standing throwing technique to moving (running, gliding and rotational techniques) where appropriate, in the different events. From the initial lesson pupils should be taught the grip on the implement, the approach (standing, moving, gliding or rotating) and the correct throwing action. This may be initially taught with light throwing implements but over time the pupils should be introduced to the appropriate throwing implement for their age and sex.</p> <p>Progress as part of the teaching strategy should include encouraging pupils to measure the throwing distances for all events using the Five Star Award Scheme Chart. Teachers might wish to use strategies such as 'target' javelin to encourage pupils to throw at a marked target on the ground in order to develop the correct throwing technique. Also, an emphasis in teaching that encourages pupils to develop the 'hip thrust' in the shot and the discus throw.</p>	
Analysing and Improving	Pupils are required to carry out an analysis of either their own performance within the activity or a partner's performance.	In order for pupils to understand the concept of analysis the teacher should place them in situations where they can observe and record skills in the event. In the first instance all pupils need to know the essential skills, and terms used	

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
	<p>In order to fulfil this task pupils need to:</p> <ol style="list-style-type: none"><li data-bbox="383 284 891 347">(1) Identify the main skills and techniques of the event.<li data-bbox="383 347 891 531">(2) Identify the strengths of the athlete in terms of what he/she does well. In terms of a self-analysis the strengths may only be identified through feedback from a teacher or coach or through video recorded evidence.<li data-bbox="383 531 891 683">(3) Identify the weaknesses of the participant in terms of what he/she does poorly. Similarly video evidence or feedback might be necessary in the case of a self- analysis.<li data-bbox="383 683 891 866">(4) Suggest ways in which he/she might maintain their present level of fitness and skill and also improve any weakness they might have. This should be set out in a training programme.	<p>in the events. This can only be achieved if the teacher makes a strenuous effort to emphasise these skills during the teaching of the events. Over time the pupils will build up a 'repertoire of names' of the important skills. Then a simple way of ensuring that pupils recognise these skills is to provide a check list of them and ask pupils to record when they are seen in a practical situation. For example when performing a long jump, every time a performer makes an error in his/her approach, take-off, flight or landing, the error can be recorded. In this way errors in technique/style can be provided as feedback. The same exercise can be used to identify strengths in a performance.</p> <p>Having identified the weaknesses in a performance the pupils then need to clarify if the weaknesses are skill-related or fitness-related. If they are skill-related the pupils should suggest practices that might be used to improve the performance. If the weaknesses are fitness-related the pupil needs to say which fitness component needs to be strengthened and how this might be carried out. The pupil needs to draw on his knowledge of training practices and incorporate these into his/her training programme. The training programme needs to be designed with progression in mind.</p> <p>Finally, if the training programme is then followed, the pupil needs to evaluate the success or otherwise of the programme.</p> <p>All this needs to be set out in the order shown above and written up as the Analysing and Improving Task.</p>	

Hill Walking and Campcraft or Hostelling

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
<p data-bbox="123 287 336 383">Planning, Performing and Evaluating</p> <p data-bbox="123 406 336 478">Basic Skills</p>	<p data-bbox="369 287 851 566">Pupils must demonstrate their ability to work as part of a group in planning and executing a one, two or three day expedition in unfamiliar surroundings, bearing in mind safety considerations. The distance, duration and success of the expedition will determine the final level of achievement of each member of the group.</p> <p data-bbox="369 590 851 654">Pupils should demonstrate and if necessary explain:</p> <ul data-bbox="369 662 851 1407" style="list-style-type: none"><li data-bbox="369 662 851 750">• How they would prepare thoroughly both mentally and physically for the one, two or three day expedition.<li data-bbox="369 758 851 877">• How they are able to read an unfamiliar map and use a compass with the map to determine directions of travel and locating their position.<li data-bbox="369 885 851 1061">• How to plan a route from reading the information on the map and preparing a route sheet with accurate reference points and estimated times of arrival at different check points.<li data-bbox="369 1069 851 1189">• How to navigate accurately using a map and compass, with the ability to keep to times indicated on the route sheet.<li data-bbox="369 1197 851 1284">• How to plan all necessary equipment for the expedition and pack it properly in a rucksack.<li data-bbox="369 1292 851 1407">• How to plan the required amount of food, prepare a menu and be able to contribute to the cooking skills of the group, bearing in mind the safety of	<p data-bbox="884 287 1612 534">Pupils should be taught some of the planning skills within the classroom. These will include familiarising them with maps, their scale and detail. They will also need to become familiar with the use of a suitable compass which they can use in conjunction with a map in order to set the map and work out grid and magnetic bearings. Once they have an understanding of the use of map and compass they should, as part of a group, plan a route between two positions.</p> <p data-bbox="884 542 1612 845">The next task should be to introduce pupils to the skills of navigation. This can only really be achieved outside the classroom. Therefore, groups should be set the task of navigating over their planned route, being checked through check points at 2 to 3 kilometre intervals or by being accompanied by an experienced walker over the same route. Using one of these methods each member of the group should be asked to lead and navigate. Other members of the group should check that the leader is navigating accurately and keeping to time.</p> <p data-bbox="884 869 1612 997">As well as walking, the group should be taught to work together, consider the terrain and the risks involved, know the vagaries of the weather and note the morale of each member of the group in order to achieve the success of the venture.</p> <p data-bbox="884 1021 1612 1212">In preparation for the expedition, pupils should be taught, as part of a group, to plan the equipment and food that they will need. The kinds of foods that might be useful on an expedition can be taught as part of a visit to a supplies shop. On their return to the classroom pupils can then discuss the merits and suitability of each type of food.</p> <p data-bbox="884 1236 1612 1407">Skills such as cooking and tent erection can best be taught in advance of the expedition, outside the classroom. In this way teachers can correct any errors of judgement before the expedition rather than find that pupils are ill-prepared during the expedition.</p>	<p data-bbox="1646 287 2098 351">http://www.theaward.org.uk/</p> <p data-bbox="1646 375 2098 502">The Duke of Edinburgh's Award Scheme website that contains details of all sections of the award scheme including the expedition section.</p> <p data-bbox="1646 526 2098 598">See: www.sta.co.uk</p> <p data-bbox="1646 622 2098 662">there are links to lifesaving etc.</p>

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Analysing and Improving	<p>the exercise.</p> <ul style="list-style-type: none">As part of the group each member must be familiar with either camping practice or hostelling procedure. The camping practice will include how and where to site and erect a tent. The hostelling practice will include being familiar with all the rules and regulations within a hostel. <p>Pupils must also demonstrate their understanding of the Country Code as it applies to their native country and safety and survival techniques.</p> <p>How to evaluate the quality of their own and others' performance in the same activity.</p> <p>Pupils are required to carry out an analysis of either their own performance within the activity or a partner's performance.</p> <p>In order to fulfil this task pupils need to:</p> <ol style="list-style-type: none">Identify the main skills and techniques of the activity.Identify the strengths of the participant in terms of what he/she does well. In terms of a self-analysis the strengths may only be identified through feedback from a teacher or observer or through video recorded evidence.Identify the weaknesses of the participant in terms of what he/she does poorly. Similarly video evidence or feedback might be	<p>As part of the planning for an expedition, pupils will be expected to prepare an accurate route plan for a 1, 2 or 3 day expedition with several additional copies, plus a tracing of the route, to be handed to the expedition supervisor, an equipment list that itemises everything that each member is carrying in his rucksack (both individual and shared equipment), a menu and a complete list of food bought, and a list of telephone numbers and safety relay arrangements to cover any possible difficulty.</p> <p>In order to demonstrate their ability to apply knowledge to different situations, pupils should be presented with different situations. These may be potentially hazardous situations or situations that call for discussion, possibly on the correct choice of route, or where to site a tent.</p> <p>Pupils should be taught some of the planning skills within the classroom. These will include familiarising them with maps, their scale and detail. They will also need to become familiar with the use of a suitable compass which they can use in conjunction with a map in order to set the map and work out grid and magnetic bearings. Once they have an understanding of the use of map and compass they should, as part of a group, plan a route between two positions.</p> <p>The next task should be to introduce pupils to the skills of navigation. This can only really be achieved outside the classroom. Therefore, groups should be set the task of navigating over their planned route, being checked through check points at 2 to 3 kilometre intervals or by being accompanied by an experienced walker over the same route. Using one of these methods each member of the group should be asked to lead and navigate. Other members of the group should check that the leader is navigating accurately and keeping to time.</p>	

AO1

Learning outcomes

- necessary in the case of a self-analysis.
- (4) Suggest ways in which he/she might maintain their present level of fitness and skill and also improve any weakness they might have. This should be set out in a training programme.

Suggested Teaching activities

As well as walking, the group should be taught to work together, consider the terrain and the risks involved, know the vagaries of the weather and note the morale of each member of the group in order to achieve the success of the venture.

In preparation for the expedition, pupils should be taught, as part of a group, to plan the equipment and food that they will need. The kinds of foods that might be useful on an expedition can be taught as part of a visit to a supplies shop. On their return to the classroom, pupils can then discuss the merits and suitability of each type of food.

Skills such as cooking and tent erection can best be taught in advance of the expedition, outside the classroom. In this way teachers can correct any errors of judgement before the expedition rather than find that pupils are ill-prepared during the actual event.

As part of the planning for an expedition pupils will be expected to prepare an accurate route plan for a 1, 2 or 3 day expedition with several additional copies, plus a tracing of the route, to be handed to the expedition supervisor, an equipment list that itemises everything that each member is carrying in his rucksack (both individual and shared equipment), a menu and a complete list of food bought, and a list of telephone numbers and safety relay arrangements to cover any possible difficulty.

In order for pupils to understand the concept of analysis the teacher should place them in situations where they can observe and record skills in the activity. In the first instance all pupils need to know the essential skills, and terms used in the activity. This can only be achieved if the teacher makes a strenuous effort to emphasise these skills during the teaching of different aspects of the planning and execution of an expedition. Over time the pupils will build up a 'repertoire of names' of the important skills. Then a simple way of ensuring that pupils recognise these skills is to provide a check list of

Learning resources

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Learning outcomes

Suggested Teaching activities

Learning resources

them and ask pupils to record when they are seen in a practical situation. For example when navigating each pupil might be asked to explain to his/her group exactly what they are doing with both the map and the compass, particularly the conversion of grid bearing to field bearings. In this way errors in technique can be quickly spotted. The same exercise can be used to identify strengths in a performance.

Having identified any weaknesses in a performance the pupils then needs to clarify if the weaknesses are skill-related or fitness-related. If they are skill-related the pupils should suggest practices that might be used to improve the performance. If the weaknesses are fitness-related the pupil needs to say which fitness component needs to be strengthened and how this might be carried out. The pupil needs draw on his knowledge of training practices and incorporate these into his/her training programme. The training programme needs to be designed with progression in mind.

Finally, if the training programme is then followed, the pupil needs to evaluate the success or otherwise of the programme.

All this needs to be set out in the order shown above and written up as the Analysing and Improving Task.

Personal Survival

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
Planning, Performing and Evaluating	Pupils are required to demonstrate a range of personal survival skills and strategies, including swimming, using a variety of forward facing strokes.	Teachers should teach the following skills individually so that pupils can demonstrate them as part of the personal survival test. The activities can be done as part of a class activity. The teacher should give clear instructions on the risks involved and the methods used to overcome these hazards.	http://www.sta.co.uk This is the website of the Swimming Teacher's Association founded in 1932, with the charitable objective of
Basic Skills	Pupils should: Check for any hazardous or dangerous situations before entering into water, with due consideration to the clothing/safety attire they are wearing. Enter water using the safest means possible, with the minimum risk of injury to themselves. Demonstrate swimming competence using different strokes over distances of about 100 metres, swim using the life saving back stroke, move into a tucked position and turn through 360 degrees, scull and tread water for at least 5 minutes using arms and legs to keep afloat. Perform a range of water competence practices e.g. rotational movements, surface dive head first and feet first to retrieve objects from a depth of 1.5 metres, swim underwater for 5 metres and show their familiarity with the water conditions. Swim 800 metres showing the ability to carry out a surface dive and swim underwater a distance of at least 5 metres during every 50 metres of the swim. Every 200 metres the pupil should change to a different swimming stroke. At the conclusion of the swim the pupils should	Pupils should be taught to assess the situation and then to enter water from different heights, safely. Pupils should be taught to use different life saving supports/aids, such as floats, and remove any unnecessary items of clothing before entering water. Pupils should be taught different swimming strokes which are particularly important in personal survival: front crawl, breast stroke, life saving backstroke, and sculling on the back. Once competent, pupils should demonstrate their ability to swim 800 metres, using one stroke for at least 200 metres, diving and swimming 5 metres under water during every 25 metres of the continuous swim. At the conclusion of the swim each pupils should be able to climb out of deep water unaided. Pupils should be taught to adopt various survival floating positions, such as horizontal, vertical and angled whilst holding a float. Also to be able to remove items of clothing whilst in the water. These should include coats, tracksuit bottoms, shoes or heavy boots whilst treading water. Pupils should be taught to use different items of clothing, such as tracksuit trousers to form a float and to be able to periodically inflate it.	"the preservation of human life by the teaching of swimming, lifesaving and survival techniques."

AO1

Learning outcomes

climb out of deep water unaided.

Perform various survival techniques including the use of different aids to assist floatation and the use of clothing as floats, signalling for help, adopting HELP to retain body temperature in cold water as an individual and the HUDDLE method as part of a group of three.

Suggested Teaching activities

Pupils should be taught to signal whilst treading water, use the HELP position to reduce the loss of body heat and in a group of three adopt the HUDDLE position, whilst wearing life jackets, to retain body heat.

Once pupils have demonstrated competence in the different survival techniques the teacher should try to present realistic survival situation within the safety of a swimming pool. Pupils could be presented with a situation where they are in a canoe and the canoe capsizes, leaving them in the water. They are then asked to show how they might survival in this situation if the bank is 5 metres away and if the bank is 400 metres away.

Pupils might also be given a variety of items to use as floats and be asked to experiment to see which gives them the best floatation over a 10 minute period.

As part of land drill pupils should be taught how to survive in extremely cold conditions; by keeping calm, retaining clothing, floating quietly, treading water slowly with the minimum of exertion. Also, how to escape from difficult situations such as underwater weeds, quicksand and deep mud.

Pupils should be presented with scenario type situations where they have to make important decisions. These may be theoretical situations or real situations e.g. pupil in a canoe that capsizes in a swimming pool. Such situations should be made as realistic as possible.

Learning resources

Analysing and Improving

Pupils are required to carry out an analysis of either their own performance within the activity or a partner's performance.

In order to fulfil this task pupils need to:

- (1) Identify the main skills and techniques of the activity.

Teachers should teach the following skills individually so that pupils can demonstrate them as part of the personal survival test. The activities can be done as part of a class activity. The teacher should give clear instructions on the risks involved and the methods used to overcome these hazards.

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Learning outcomes

- (2) Identify the strengths of the participant in terms of what he/she does well. In terms of a self-analysis the strengths may only be identified through feedback from a teacher or observer or through video recorded evidence.
- (3) Identify the weaknesses of the participant in terms of what he/she does poorly. Similarly video evidence or feedback might be necessary in the case of a self-analysis.
- (4) Suggest ways in which he/she might maintain their present level of fitness and skill and also improve any weakness they might have. This should be set out in a training programme.

Suggested Teaching activities

Pupils should be taught to assess the situation and then to enter water from different heights safely. Pupils should be taught to use different life saving supports/aids, such as floats, and remove any unnecessary items of clothing before entering water.

Pupils should be taught different swimming strokes which are particularly important in personal survival: front crawl, breast stroke, life saving backstroke, and sculling on the back. Once competent, pupils should demonstrate their ability to swim 800 metres, using one stroke for at least 200 metres, diving and swimming 5 metres under water during every 25 metres of the continuous swim. At the conclusion of the swim each pupils should be able to climb out of deep water unaided.

Pupils should be taught to adopt various survival floating positions, such as horizontal, vertical and angled whilst holding a float. Also to be able to remove items of clothing whilst in the water. These should include coats, tracksuit bottoms, shoes or heavy boots whilst treading water.

Pupils should be taught to use different items of clothing, such as tracksuit trousers to form a float and to be able to periodically inflate it.

Pupils should be taught to signal whilst treading water, use the HELP position to reduce the loss of body heat and in a group of three, adopt the HUDDLE position, whilst wearing life jackets, to retain body heat.

Once pupils have demonstrated competence in the different survival techniques the teacher should try to present realistic survival situation within the safety of a swimming pool. Pupils could be presented with a situation where they are in a canoe and the canoe

Learning resources

AO1

Learning outcomes

Suggested Teaching activities

Learning resources

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Pupils might also be given a variety of items to use as floats and be asked to experiment to see which gives them the best floatation over a 10-minute period.

As part of land drill pupils should be taught how to survive in extremely cold conditions; by keeping calm, retaining clothing, floating quietly, treading water slowly with the minimum of exertion. Also, how to escape from difficult situations such as underwater weeds, quicksand and deep mud.

In order for pupils to understand the concept of analysis the teacher should place them in situations where they can observe and record skills in the activity. In the first instance, all pupils need to know the essential skills, and terms used in the activity. This can only be achieved if the teacher makes a strenuous effort to emphasise these skills during the teaching of different aspects of the planning and execution of personal survival. Over time the pupils will build up a 'repertoire of names' of the important skills. Then a simple way of ensuring that pupils recognise these skills is to provide a check list of them and ask pupils to record when they are seen in a practical situation. For example, when pupils are presented with a group survival situation in cold water where the land is a long way away, each pupil might be asked to explain to his/her group exactly what technique they might use in this situation in order to survive. In this situation it would probably be the HUDDLE method that would be used. They might then be asked to demonstrate this method. In this way errors in technique can be quickly spotted. The same exercise can be used to identify strengths in a performance.

AO1	Learning outcomes	Suggested Teaching activities	Learning resources
		<p>Having identified any weaknesses in a performance the pupils then need to clarify if the weaknesses are skill-related or fitness-related. If they are skill-related, the pupils should suggest practices that might be used to improve the performance. If the weaknesses are fitness-related, the pupil needs to say which fitness component needs to be strengthened and how this might be carried out. The pupil needs to draw on his knowledge of training practices and incorporate these into his/her training programme. The training programme needs to be designed with progression in mind.</p> <p>Finally, if the training programme is then followed, the pupil needs to evaluate the success or otherwise of the programme.</p> <p>All this needs to be set out in the order shown above and written up as the Analysing and Improving Task.</p>	