

# Coursework Guidelines

Cambridge  
International  
AS & A Level

## Cambridge International A Level Physical Education

9396

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## Introduction

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This Coursework Guidelines booklet is essential for Centres assessing A2 Level Physical Education Coursework (9396/04) 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 AS Physical Education Coursework (9396/02).

In this component candidates develop acquired and developed skills to be performed with unconscious fluency and adapted easily to varying conditions and circumstances. This application of skills to varying conditions and circumstances requires the candidate to extend and expand the skills acquired and developed within component 2 or, indeed, to acquire a new range of skills and develop them into this autonomous phase. This contextualising of the skills into the open environment permits the candidate to experience the spiritual, moral and cultural aspects of the activity whilst also applying and appreciating these aspects within their own performance. This also enables candidates to develop these activities for lifetime use.

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
- activities that have been assessed at AS
- 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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## A2 Coursework Assessment

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Candidates are assessed on their:

- selection and application of skills in an open environment (effective performance) in two different activities chosen from two of the of the eleven different activity categories. The assessment of performance will take place in formal competitive situations or prescribed situations (e.g. trampolining).
- verbal evaluation and appreciation which is a synopsis of another performer in one of their chosen activities.

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

The Evaluation and Appreciation is marked out of 30 marks.

A final mark out of 90 is thus arrived at for the A2 Coursework component.

The assessment is divided and weighted as follows:

Performance	20% of the A2 level
Evaluation and Appreciation	10% of the A2 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 A2 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	Olympic Weight Lifting
3	Combat Activities	Judo, Karate
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, 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.

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## Performance Assessment

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### The Selection, Application and Performance of Skills in an Open Environment

Candidates are assessed on their ability to perform effectively in the formal competitive situation in which the activity is normally performed. This effective performance is assessed against the criteria identified for each activity.

The candidate is assessed in the normal environment in which the activity takes place. The environment in which the candidate selects, applies and improves their skills as well as being assessed in, must meet the following criteria:

- reflect the open environment in which the activity normally takes place
- involve the application of the activity's rules, regulations and code of practice
- have the aim of the candidate performing to their optimum
- each of the two practical activities is assessed out of a maximum of 30 marks.

At A2 level, candidates are assessed on their ability to select and perform patterned specific movements consistently, accurately and with control and fluency in a formal situation. These situations should:

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

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 formal 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. DVDs **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 filmed 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 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 **five** Evaluation and Appreciation oral analyses 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)
  - Evaluation and Appreciation Form
- 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 Evaluation and Appreciation Rank Order Assessment Form should also be completed in rank order, but male and female candidates should be ranked together.

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 Evaluation and Appreciation.

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

## 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
- Evaluation and Appreciation Rank Order Assessment Form
- DVD evidence of performances in practical activities and Evaluation and Appreciation oral analyses
- 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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## Evaluation and Appreciation of Performance through Observation and Synopsis of Knowledge (Oral Analysis)

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Within Component 4, the candidate is required to evaluate and appreciate the performance of a fellow candidate. Additionally, candidates draw on, and apply subject matter from, physiological, psychological and socio-cultural disciplines in order to prescribe and prioritise strategies to improve the performance observed. This synthesis of theory and practice is reflected in the aims and objectives of the syllabus and exemplifies the link between physical performance and theoretical study. The experience of performing and observing provides a variety of learning experiences, which allows candidates not only to understand relationships between physical activity and the complexity of factors underlying performance, but also to experience these relationships themselves.

Candidates are assessed on their ability to evaluate and appreciate the **live**, effective performance of a fellow candidate through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance.

The candidate should be asked to observe a live performance with a view to:

1. making evaluative and appreciative comments in order to judge the quality of performance using relevant technical language
2. describing an appropriate strategy designed to improve performance
3. supporting their evaluative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied utilising appropriate terminology.

If a candidate needs prompting, this should be done in the form of open-ended questions, which allows the candidate latitude to express their applied knowledge.

The following are exemplar questions that could be used after the initial question. It should be noted, however, that the open ended questions which need to be asked are very much determined by the stage the candidate has reached in their response and the comments they have already made.

The initial question should be:

“You have just observed the effective performance of ..... In your own words, describe the strengths and weaknesses of the performance and prescribe a detailed strategy to improve a major weakness of the performance. You should apply knowledge from the disciplines you have studied to support your comments and strategies.”

Other questions which may need to be asked:

What were the good elements of the performance you have just seen?

Why is .....strong in those aspects?

What were the weaknesses/faults you have just seen?

What are the causes of those weaknesses/faults?

Which physiological concepts can you apply to the performance you have just seen?

Which psychological concepts can you apply to the performance you have just seen?

Which socio-cultural concepts can you apply to the performance you have just seen?

If you were .....’s coach, what would you do in order to improve one of the major weaknesses which you have identified in their effective performance?

What are the physiological, psychological and socio-cultural concepts that support and justify this strategy?

**The following represent some of the knowledge and concept areas which the candidate could apply. The candidate is expected to refer to each theoretical area, but is not required to cover every topic outlined below.**

Anatomical and Physiological

- identification of joint type and its movement range
- identification of muscles involved and the type of movements and contractions
- a movement analysis of the skills/techniques involved
- muscle fibre types
- the heart rate in relation to exercise
- the vascular system
- the respiratory system

Psychological

- classification of the skill/technique involved
- identification of the abilities needed
- information processing demands
- influences of reaction time
- use of feedback
- motivation
- involvement of schema
- application of learning theories
- S-R bond application
- observational learning
- phases of learning
- transfer of learning

Contemporary Studies

- the activity in relation to the leisure, recreation, play, sport, physical education context
- influence of cultural factors on performance
- achieving excellence
- mass participation
- factors affecting participation
- issues affecting the activity

### Exercise and Sport Physiology

- energy systems used in the activity
- energy
- recovery process
- components of fitness
- training for the activity in relation to the relevant components of fitness
- influence of ergogenic aids on the activity

### Psychology of Sports Performance

- personality
- attitudes
- achievement motivation
- group and team theories and their relevance/influence in the activity
- leadership
- importance of mental preparation, commitment, self confidence, concentration, emotional control
- competition effects on sports performance – social facilitation, aggression
- attribution theory

### Olympic Games – a global perspective

- activity from a global perspective
- position of the activity in the modern Olympic games
- functions of the Olympic games
- politics
- economics
- dysfunctional aspects

## Filmed evidence of Evaluation and Appreciation oral analyses

The following guidelines are provided to assist Centres produce DVD evidence of the oral analysis for Evaluation and Appreciation aspects of the Coursework assessment. The filmed evidence should show

- the candidate introducing himself/herself giving name and candidate number
- the live performance that is being observed by the candidate
- the candidate's full oral analysis.

The oral presentation should take place in a formal setting. Any transfer from the live performance environment that is required should be as brief as possible, which will ensure that there is an immediate response and that it can be clearly assessed.

Centres should avoid conducting the oral analysis with:

- background wind, traffic, conversation noise that prevents the analysis being clearly heard
- a performance/game that is continuing to be played in the background
- other candidates/peers nearby.

The skills required in Evaluation and Appreciation can be difficult for many candidates. Centres should teach the skills of analysis and oral presentation. The Evaluation and Analysis should be carried out towards the end of the course when candidates have had a chance to understand the theory and are able to apply it to performances. Teachers should cover all aspects of the assessment criteria for Evaluation and Appreciation assessment.

Candidates are not allowed to use prepared notes. However, they can make basic notes during the live performance, but it must be clear on the film that these notes are prepared during the performance.

It is anticipated that the total time for the Evaluation and Appreciation per candidate would be about 20 minutes. This should have a balance of about five minutes for the live performance and about 15 minutes for the candidate's response.



## Evaluation and Appreciation of Performance through Observation and Synopsis of Knowledge: Criteria for Assessment

Marks	Description
25–30	<ul style="list-style-type: none"> <li>The candidate shows an excellent knowledge of the analytical phases of the activity.</li> <li>All major strengths and weaknesses of the performance are identified.</li> <li>The candidate supports and justifies all observations with an excellent application of a wide range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.</li> <li>Where appropriate, the candidate makes excellent evaluative comments relating to all aspects of the performance.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>The candidate shows a sound knowledge of the analytical phases of the activity.</li> <li>Most of the major strengths and weaknesses of the performance are identified accurately.</li> <li>The candidate supports all observations with a sound application of a good range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.</li> <li>Where appropriate, the candidate makes sound evaluative comments relating to all aspects of the performance.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>The candidate shows an adequate knowledge of the analytical phases of the activity.</li> <li>Some of the major strengths and weaknesses of the performance are identified.</li> <li>The candidate supports all observations with the application of some of the concepts from each of the physiological, psychological and socio-cultural disciplines.</li> <li>Where appropriate, the candidate makes adequate evaluative comments relating to all aspects of the performance.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>The candidate, with some supplementary questioning, shows knowledge of the analytical phases of the activity.</li> <li>With supplementary questioning some of the major strengths and weaknesses of the performance are identified.</li> <li>With supplementary questioning the candidate supports the observations with some knowledge of the concepts from some of the theoretical areas studied.</li> <li>Where appropriate, the candidate makes some evaluative comments relating to all aspects of the performance.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>The candidate, with extensive supplementary questioning, shows knowledge of the analytical phases of the activity.</li> <li>With extensive supplementary questioning a major strength is identified.</li> <li>With extensive supplementary questioning the candidate supports the observations with limited knowledge of the concepts from some of the theoretical areas studied.</li> <li>Where appropriate, the candidate makes limited evaluative comments relating to all aspects of the performance.</li> </ul>

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## Activity Categories and Assessment Criteria at A2

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### Athletic Activities (A2)

Cross Country Running  
Track and Field Athletics  
Track Cycling  
Triathlon

### Cross Country Running (A2)

Assessment is based on performance in a formal 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:

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

These assessment phases are used in conjunction with the assessment criteria for Athletic Activities.

The candidate should be assessed in a competitive event over a marked course of 10 km (6.2 miles) (males) and 8 km (5 miles) (females).

### Track and Field Athletics (A2)

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.

There are two parts to the assessment.

#### (a) Critical Assessment

Assessment is based on performance in a formal competitive situation where the candidate performs the event 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

These assessment phases are used in conjunction with the assessment criteria.

**(b) Performance Assessment**

Assessment is based on the performance as measured against the Performance Assessment Tables (see Appendix A).

Each event is marked out of a total of 90 raw marks, calculated as follows:

Critical assessment mark (out of 30) + Performance assessment mark (out of 60) = mark for each event.  
The total for both events is 180.

The final mark for Track and Field Athletics is then calculated as follows:

$$\frac{\text{Mark for Event 1} + \text{Mark for Event 2}}{6} = \text{Final Mark for Track and Field Athletics}$$

**Assessment Form**

The A2 Physical Education Track and Field Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for critical assessment **must** be provided.

DVD ID	Cand. No.	Candidate Name	Sex (M/F)	Event	Result	PA Mark (60)	CA Mark (30)	Total (180)	Final Mark (30)
Red 2	1234	John Fast	M	Jav	32.6	30	15	114	19
				400m	58.2	47	22		

**Track Cycling (A2)**

The candidate is assessed performing **one** acquired and developed skill, this being selected from the following event areas: Track Sprint, Pursuit and Time Trial. The candidate's assessed event should be identified clearly on the Assessment Sheet. There are two parts to the assessment.

**(a) Critical assessment**

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation. The level of success of the acquired and developed skills 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

These assessment phases are used in conjunction with the assessment criteria.

**(b) Performance Assessment**

Assessment is based on the performance as measured against the Performance Assessment Tables (see Appendix A).

The event is marked out of a total of 90 raw marks, calculated as follows:

Critical assessment mark (out of 30) + Performance assessment mark (out of 60) = mark for the event.

The final mark for Track Cycling is then calculated as follows:

$$\frac{\text{Mark for Event}}{3} = \text{Final Mark for Track Cycling}$$

**Assessment Form**

The A2 Physical Education Track Cycling Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for critical assessment must be provided.

DVD ID	Cand. No.	Candidate Name	Sex (M/F)	Event	Result	PA Mark (60)	CA Mark (30)	Total (90)	Final Mark (30)
Blue 6	1234	Chris Hoy	M	3 km	3.51.52	47	24	71	19

**Triathlon (A2)**

The candidate is assessed performing the acquired and developed skills, these being the combination of swimming, cycling and running, in order to complete a triathlon event. There are two parts to the assessment.

**(a) Critical Assessment**

Assessment is based on performance in a formal 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:

**Swimming:**

- body position
- leg action
- arm action
- head carriage
- transition

**Cycling:**

- posture
- leg action
- head carriage
- balance
- transition

**Running:**

- posture
- leg action
- arm action
- head carriage
- finishing

These assessment phases are used in conjunction with the assessment criteria.

**(b) Performance Assessment**

Assessment is based on the performance as measured against the Performance Assessment Tables (see Appendix A).

The performance will be based on: swim 400m, cycle 20 km, run 5 km.

The event is marked out of a total of 90 raw marks, calculated as follows:

Critical assessment mark (out of 30) + Performance assessment mark (out of 60).

The final mark for Triathlon is then calculated as follows:

$$\frac{\text{Mark for Triathlon}}{3} = \text{Final Mark for Triathlon}$$

DVD ID	Cand. No.	Cand. Name	Sex (M/F)	Split	Time	Total Time	PA Mark (60)	CA Mark (30)	Total (90)	Final Mark (30)
Red 17	1234	Verity Fitt	F	Swim 400m	14.30	1.44.30	40	24	64	21
				Bike 20km	1.12.20					
				Run 5 km	17.40					

### **Assessment Form**

The A2 Physical Education Triathlon Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for critical assessment **must** be provided.

## Assessment Criteria: Athletic Activities (A2)

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 formal competitive situations are excellent and have allowed achievement of performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 tactic and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 performance.</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 requirement of performance.</li><li>• Performances in the formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li></ul>
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## Fitness Activities (A2)

## Olympic Weight Lifting

### Olympic Weight Lifting (A2)

The candidate is assessed performing the acquired and developed skills of the Clean & Jerk and the Snatch. There are two parts to the assessment.

#### (a) Critical Assessment

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

#### Clean and Jerk:

- preparation phase
- starting position
- first pull phase
- second pull phase
- first catch
- first recovery phase
- jerk
- second catch
- second recovery phase
- placement of the bar

#### Preparation phase

Relaxed, focused approach to the bar, check safety of the lifting area and equipment, ensure that bar is placed correctly on the platform.

#### Starting position

Back remains flat, heels flat, feet hip width apart, head facing forwards and in line with spine, grip at shoulder width apart, secure grip, relaxed arms, shins close to the bar, elbows out, chest proud, weight towards the front of the foot.

#### First pull phase

Extension of the knees is the first dynamic movement of the lift and is responsible for the bar raising to just above knee level. Throughout this movement the bar remains close to the lifter's shins and the hips should not extend and the knees rapidly re-bend slightly. This aspect of the lift is called the double knee bend.

#### Second pull phase

The bar will be at mid thigh level, the knees will be flexed, the hip slightly extended and the ankle dorsi-flexed. The lifter rapidly extends the knees and hips together with planter flexion of the ankles. The shoulders are shrugged to complete the pulling part of the lift.

#### First catch

As soon as the pulling phase of the lift is complete, the lifter pushes the elbows under the bar. The lifter may then drop under the bar to assist this phase of the lift, the elbows are then pushed forwards and upwards to provide a platform for the lifter to catch the bar.

#### First recovery phase

The lifter holds the bar in a steady position based centrally on the platform, the elbows and chest remaining high and supporting the weight. Breathing should be controlled.

### **Jerk**

The bar is propelled upwards at speed using the legs and arms in an explosive manner. The movement should be fluent and the arms locked at the end of this phase. The lifter should hold this position for 3 seconds or until the officials indicate.

### **Second catch**

The bar is to be returned back to the chest in a controlled manner, the elbows still remaining high and the chest still as a platform for the bar.

### **Second recovery phase**

The bar should be dropped to the hips or mid thigh level at a controlled pace.

### **Placement of the bar**

The bar should be placed in a safe condition on the platform, the lifter's head facing forwards and in line with the spine.

### **The Snatch:**

- preparation phase
- starting position
- first pull phase
- second pull phase
- catch
- recovery phase
- placement of the bar

### **Preparation phase**

Relaxed, focused approach to the bar, check safety of the lifting area and equipment, ensure that bar is placed correctly on the platform.

### **Starting position**

Back remains flat, heels flat, feet hip width apart, head facing forwards and in line with spine, grip wide apart, secure grip, elbows slightly locked, shins close to the bar (at 5 cm), chest proud, weight towards the front of the foot.

### **First pull phase**

Extension of the knees is the first dynamic movement of the lift and is responsible for the bar raising to just above knee level. Throughout this movement the bar remains close to the lifter's shins and the hips should not extend and the knees rapidly re-bend slightly. This aspect of the lift is called the double knee bend.

### **Second pull phase**

The bar will be a mid thigh level, the knees will be flexed, the hip slightly extended and the ankle dorsi-flexed. The lifter rapidly extends the knees and hips together with planter flexion of the ankles. The shoulders are shrugged and the elbows are rapidly lifted upwards to elevate the bar above the lifter's head, the chest remains proud throughout this movement to assist in elevating the bar upwards.

### **Catch**

As the bar is lifted above the lifter's head the lifter then drops underneath the bar and flicks the wrist backwards to assist elevating the bar to its maximum height above the lifter's head. The lifter then proceeds to lock the elbows out and catch the bar above the head. Once the bar is at its peak height the lifter must ensure the catch phase is secure and strong. The elbows must be locked (not hyperextended) and not bent, the bar must be flicked and not pressed into position.

**Recovery phase**

The lifter must drop the bar to the hips in a controlled manner, ensuring that the bar is not dropped on the platform. The head must remain forwards and the back flat, chest proud.

**Placement of the bar**

The bar should be placed in a safe position on the platform, the lifter's head facing forwards and in line with the spine.

These assessment phases are used in conjunction with the assessment criteria for Weight Lifting.

**(b) Performance Assessment**

Assessment is based on the performance as measured against the Performance Assessment Tables (see Appendix A).

The event is marked out of a total of 90 raw marks, calculated as follows:

One Critical assessment mark for both lifts (out of 30) + performance assessment mark out of 60 = mark for the event.

The final mark for Olympic Weight Lifting is then calculated as follows:

$$\frac{\text{Mark for Lifts}}{3} = \text{Final Mark for Olympic Weight Lifting}$$

**Assessment Form**

The A2 Physical Education Olympic Weight Lifting Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for critical assessment **must** be provided.

DVD ID	Cand. No.	Cand. Name	Sex (M/F)	Body Weight	Type	kg	Total	PA Mark (60)	CA Mark (30)	Total (90)	Final Mark (30)
Blue 4	1234	Verity Strong	F	65 kg	Snatch	17	47	33	19	52	17
					C&J	30					

## Assessment Criteria: Olympic Weight Lifting (A2)

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>• Performances in the formal competitive situations are excellent and have allowed achievement of performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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>• Performances in the formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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>• Performances in the formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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>• Performances in the formal competitive situations are consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 performance.</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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li> </ul>

## Combat Activities (A2)

## Judo Karate

### Judo (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focuses on:

- groundwork
- throwing

The level of success of the acquired and developed skills 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

These assessment phases are used in conjunction with the assessment criteria for Combat Activities.

### Karate (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

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

The level of success of the acquired and developed skills 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 formal 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 following formal 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
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
Back kick	Ushiro geri
b) KATA	
2nd Basic Kata	Heian Shodan
3rd Basic Kata	Heian Nidan
4th Basic Kata	Heian Sandan
5th Basic Kata	Heian Yondan
c) KUMITE	
One step basic sparring – Attacker using stepping punch to the face and chest and front kick and side thrust kick to the chest.	Kihon Ippon Kumite – Jodan and Chudan, Chudan mae geri and yoko geri kekomi.

**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.
	4th and 5th Basic Kata as above	4th and 5th Basic Kata as above	4th and 5th Basic Kata as above	4th and 5th Basic Kata as above	4th and 5th Basic Kata as above

<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.

These assessment phases are used in conjunction with the assessment criteria.

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



## Assessment Criteria: Combat Activities (A2)

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 formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li></ul>
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## Dance Activities (A2)

### Various Styles

The candidate is assessed on their ability to choreograph and perform a formal solo dance with the use of music as a sound stimulus lasting between three and four minutes.

The following regulations apply:

- no floor size requirement
- choreography and performance of a solo dance sequence
- use of music or sound stimulus
- the candidate will 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 fully choreographed solo dance 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:

#### **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 required elements

#### **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

#### **Control:**

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

These assessment phases are used in conjunction with the assessment criteria for Dance.

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

## Assessment Criteria: Dance (A2)

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 performance pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition and choreography.</li> <li>• Performances in the formal performance situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 dance. Under performance 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 compositional and choreographic strategies.</li> <li>• Performances in the formal performance situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 dance.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the dance and under performance pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound sequence compositional and choreographic strategies to show understanding of the performance requirements.</li> <li>• Performances in the formal performance situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/ Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 dance.</li> <li>• There is an attempt to select and apply advanced techniques in the dance and under performance 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 formal performance situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 performance.</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 formal performance situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate dances occasionally in a team.</li></ul>
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## Invasion Games (A2)

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, tactical awareness and behaviour in formal competitive situations which focus on:

- techniques
- tactical awareness
- behaviour

Assessment is based on performance in a formal 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 (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

These assessment phases are used in conjunction with the assessment criteria for Invasion Games.

## Assessment Criteria: Invasion Games (A2)

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 formal competitive situations are excellent and have allowed achievement of performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 tactics and strategies with a limited understanding of the requirements of performance.</li><li>• Performances in the formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li></ul>
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## Net/Wall Games (A2)

Badminton  
Squash  
Table Tennis  
Tennis  
Volleyball

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- attacking play
- defensive play

Assessment is based on performance in a formal 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

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

## Assessment Criteria: Net/Wall Games (A2)

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 formal competitive situations are excellent and have allowed achievement of their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 tactics and strategies with a limited some of the requirements of performance.</li><li>• Performances in the formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li></ul>
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Striking/Fielding Games (A2)      Baseball  
Cricket  
Rounders  
Softball

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations in two of the three different areas: batting, bowling, fielding.

Assessment is based on performance in a formal 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, 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

These assessment phases are used in conjunction with the assessment criteria for Striking/Fielding Games.

## Assessment Criteria: Striking/Fielding Games (A2)

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 formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills allowing an average level of performance in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the games 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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college, but not at first team level, may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li></ul>
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## Target Activities (A2)

### Archery Flat Green Bowling Golf

Assessment is based on performance in a formal 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 (selection of equipment, rehearsal, body positioning)
- execution (swing action, drawback and release)
- results (outcome by ball/bowl/arrow placement)
- overall efficiency

These assessment phases are used in conjunction with the assessment criteria for Target Activities.

### Archery (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- bow selection and distance
- bow action and target accuracy

#### Guideline Score Chart

Using a recurve bow and sight (well set up).

Indoor Fita 18 (Distance 18 m – target size 40 cm).

6 sighters (practice) 60 arrows (12 × 5) shot in groups of 3.

Score	Points		Score	Points
30	550		15	350
29	530		14	340
28	510		13	330
27	490		12	320
26	470		11	310
25	450		10	300
24	440		9	290
23	430		8	280
22	420		7	270
21	410		6	260
20	400		5	250
19	390		4	200
18	380		3	150
17	370		2	100
16	360		1	50

## Flat Green Bowling (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- bowling action
- target accuracy

Assessment is based on performance in a formal 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 in the introduction to Target Activities.

These assessment phases are used in conjunction with the assessment criteria for Target Activities.

## Golf (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- club selection and distance
- stroke action and target accuracy

Assessment is based on performance in a formal 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 in the introduction to Target Activities.

These assessment phases are used in conjunction with the assessment criteria for Target Activities.



## Assessment Criteria: Target Activities (A2)

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 remain 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 formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li></ul>
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## Gymnastic Activities (A2)

Gymnastics  
Individual Ice (Figure) Skating  
Rhythmic Gymnastics  
Trampolining

### Introduction

Assessment is based on performance in a formal competitive 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

#### 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

#### Control

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

These assessment phases are used in conjunction with the assessment criteria for Gymnastic Activities.

## Gymnastics (A2)

The candidate is assessed selecting and applying acquired and developed skills in a formal agility sequence. The following regulations apply:

- agility sequence 10m × 10m minimum
- no other equipment may be used
- a supporter may stand in but assistance will detract from the mark awarded
- the candidate must produce a written sequence schedule prior to assessment and moderation
- music may be used
- the formal agility sequence should include a minimum of:
  - three rolls from forward (for example, tuck, pike, straddle), backward (for example, tuck, pike, straddle)

- three balances from shoulder, arabesque, lunge, handstand, headstand
- three jumps from tuck, star, piked, straddle, half turn, full turn
- three agilities from cartwheel, round-off, handspring, flic-flac, somersault
- and a minimum of two linking movements.

The level of success of the acquired and developed skills is measured through the movement phases identified in the introduction to Gymnastic Activities.

These assessment phases are used in conjunction with the assessment criteria for Gymnastic Activities.

### Individual Ice (Figure) Skating (A2)

The candidate is assessed selecting and applying acquired and developed skills in a formal sequence. The routine should last approximately 3 minutes.

The following regulations apply:

- the candidate **must** produce a written sequence schedule prior to assessment and moderation
- music may be used
- the sequence must include a minimum of ten elements with at least two from step sequence and from spins and spirals and three from jumps
- all elements in the sequence should be linked by connecting steps and movements
- 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 Gymnastic Activities. These assessment phases are used in conjunction with the assessment criteria for Individual Ice (Figure) Skating.

## Rhythmic Gymnastics (A2)

The candidate is assessed selecting and performing acquired and developed skills in a formal agility sequence.

The following regulations apply:

- agility square 10 m × 10 m minimum
- selection of one piece of apparatus from ribbon, hoop, ball, clubs or rope
- the candidate must produce a written sequence schedule prior to assessment and moderation
- music may be used.
- a sequence should be 1 minute 15 seconds–1 minute 30 seconds in length

The sequence should include:

- Leaps (e.g. split, fish, stag, cabriole, cossack, side)
- Balances (e.g. passe, attitude, arabesque, side, front)
- Pivots (e.g. passe, attitude, arabesque, fondu, high leg)
- Flexibility skills (e.g. flexion, cobra, pull-up, illusion)

Skills to be included in the sequence could include moves from the British Gymnastics proficiency awards for hand held apparatus.

The level of success of the acquired and developed skills is measured through the movement phase identified in the introduction to Gymnastic Activities. These assessment phases are used in conjunction with the assessment criteria for Rhythmic Gymnastics.

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

## Assessment Criteria: Gymnastics, Individual Ice (Figure) Skating, Rhythmic Gymnastics (A2)

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 remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 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 compositional and choreographic strategies.</li> <li>• Performances in the formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 compositional and choreographic strategies to show an understanding of the performance requirements.</li> <li>• Performances in the formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/ Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 and use satisfactory compositional and choreographic strategies.</li> <li>• Performances in the formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college occasionally may be an indicator of attainment of this standard but assessment criteria must still be met.</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 performance.</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 compositional and choreographic strategies with a limited understanding of the requirements of performance.</li><li>• Performances in the formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Trampolining (A2)

The candidate is assessed on the ability to perform **two**, 10 contact formalised routines; a voluntary routine and a compulsory routine. The following regulations apply:

- a standard size trampoline is required
- spotters may stand in, but assistance detracts from the mark awarded
- the candidate must produce a written schedule prior to assessment and moderation

The voluntary routine should be made up from the elements identified below with at least one from each section:

- Jumps
  - straight 360° twist
  - tuck
  - pike
  - straddle
- 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) (3 contacts)
  - drop full twist to drop (roller, cat twist, full turntable) (3 contacts)
- Drops
  - seat (2 contacts)
  - front (2 contacts)
  - back (2 contacts)
- Somersaults
  - front (tucked)
  - front (open)
  - back (tucked)
  - back (open)
  - barani
  - somersault to drop
  - drop somersault to feet

Candidates of a lower ability will plan and perform the voluntary routine with easier movements. More able candidates will be expected to perform more linked and technically more difficult movements. The compulsory routine will consist of the following:

### Compulsory routine

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)



Any free bounces will count in the ten contacts. The first ten contacts count for assessment.

These assessment phases are used in conjunction with the assessment criteria for Trampolining.

## Assessment Criteria: Trampolining (A2)

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 sequences.</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 sequence and composition.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 sequences.</li> <li>• There is consistent success in the selection and application of advanced techniques in the sequences. 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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 sequences.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the sequences 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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 sequences.</li> <li>• There is an attempt to select and apply advanced techniques in the sequences 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 a satisfactory compositional strategy.</li> <li>• Performances in the formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 performance.</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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate trampolines occasionally in a team.</li></ul>
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## Outdoor and Adventurous Activities (A2)

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

### Introduction

Each activity has a minimum prescribed condition. The only exception is Rowing and Sculling where only formal competitive 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 A2. The basis of assessment is the skill ability of the candidate, their ability to demonstrate the required skills and complete the prescribed condition. Marks should reflect the proficiency of the execution of the skills whilst competing the minimum prescribed condition and the range of demonstrated skills. More able candidates should demonstrate a higher level of ability and a greater range of skills. These candidates must be able to demonstrate the skills in **conditions of a higher demand**.

### Safety in higher risk activities

There are inherent risks with Outdoor and Adventurous activities and Centres must be fully responsible for the safety of their candidates. 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 must also be a consideration in determining a final mark.

Candidates must submit a log, which outlines their experience and achievements in the activity. Application of safety principles should also be included in the log book.

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.

The candidate is assessed out of a maximum of 30 marks for each activity.

## Canoeing (A2)

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 A2 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

The Assessment comprises a two-day expedition and a demonstration of skills.

#### Two day expedition.

The candidate should take part in a demanding two-day expedition. The route should be unfamiliar to the candidate and include wild water of grade 2–3 or sheltered coastal waters.

The expedition should include 5 hours of paddling each day.

The group size should be a minimum of 4 and maximum of 6.

Candidates should demonstrate their knowledge about safety checks and principles which should be filmed.

Candidates should also demonstrate their ability to complete the canoeing skills listed below. The demand level of the water should be at least river grade 3 or surf conditions of 1.2 m break height.

- 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

Both the expedition and skills contribute equally to the assessment.

### **Assessment conditions**

Candidates must be assessed in the following minimum prescribed condition. Assessment must be on moving outdoor water for support strokes, rolls and rescues. Moving water skills should be at least a grade 3 water condition or at sea in broken water with a swell height of 1.2 m.

### **Log**

Candidates **must** submit a log. The log should contain an account of the expedition and an outline of their experience and skills and other relevant information to support their ability. Application of safety principles should also be included.

### **Filmed Evidence**

Candidates' skills 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.

## Assessment Criteria: Canoeing (A2)

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 strategies at a high level 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. An excellent level of physical endeavour and sportsmanship is evident combined with flair.</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 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. A high level of physical endeavour and sportsmanship is evident combined with flair.</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 reflect satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for 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. A competent level of physical endeavour and sportsmanship is evident combined with a little flair.</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 expedition have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Horse Riding (A2)

### Introduction

Assessment 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. Candidates should submit a log which records their previous experience and attainment.

### 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
- demonstration of appropriate riding techniques to accommodate the horse's temperament/strengths/weaknesses.

### 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.

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

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

## Horse Riding (Cross-Country) (A2)

### Cross-country Course

The course should be unfamiliar to the candidate and include 10 to 18 jumps (efforts) or various difficulties measuring 3ft (0.914 metres). The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### Assessment

Assessment is based on performance in a formal competitive riding 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 phases identified in the introduction to Horse Riding.

These assessment phases are used in conjunction with the assessment criteria for Horse Riding.

## Horse Riding (Dressage) (A2)

### Horse Riding Test

The candidate and the horse must have appropriate safety equipment. Whilst taking part in the test the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The level of the test should be a British Dressage Novice test such as, 31, 32, 33, 35 or 36, or a British Dressage Elementary test such as 41, 44, 45, or 46. This should take place in a formal competitive situation, which presents an appropriate challenge and allows candidates to fulfil the assessment phases. The arena should be of relevant size.

### Assessment

Assessment is based on performance in a formal competitive 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 phases identified in the introduction to Horse Riding.

These assessment phases are used in conjunction with the assessment criteria for Horse Riding.

## Horse Riding (Show Jumping) (A2)

### Horse Riding Course

The course should be unfamiliar to the candidate and include 10 to 18 jumps (efforts) of various difficulties measuring 3ft 3ins (1 metre) which is British Show Jumping Association Discovery level.

The candidate will be expected to walk the course prior to jumping it, demonstrating an understanding of striding patterns and appropriate jumping lines.

After completing this course the candidate will be expected to complete a jump off course in a safe and effective manner. This course will not be identified until the main course has been completed. The candidate will not have the opportunity to walk this course and should be able to justify the route they choose to take.

### Assessment

Assessment is based on performance in a formal competitive 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 phases identified in the introduction to Horse Riding.

These assessment phases are used in conjunction with the assessment criteria for the formal competitive situations for Horse Riding.

## Horse Riding (Three-Day Eventing) (A2)

### Cross-country Course

The course should be unfamiliar to the candidate and include 10 to 18 jumps (efforts) of various difficulties measuring 3ft 3ins (1 metre). The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### Show Jumping Course

The course should be unfamiliar to the candidate and include 8 to 10 jumps (efforts) of various difficulties measuring 3ft 3ins (1 metre) which is British Show Jumping Association Discovery level. The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### **Dressage Test**

The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The candidate should ride a British Eventing Pre-Novice dressage test such as 110, 111, or 112. The arena should be of relevant size.

### **Assessment**

Assessment is based on performance in a formal competitive 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 phases identified in the introduction to Horse Riding.

## Assessment Criteria: Horse Riding (A2)

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 strategies at a high level and demonstrates an understanding of safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and have allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in 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 safety techniques.</li> <li>• Performances in the formal competitive situations are very good and have been such as to show a high standard of understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 safety techniques.</li> <li>• Performances in the formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 an understanding of the requirements of performance and is able to introduce and use safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and show some understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Mountain Biking (A2)

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 mountain bike competition. This should take place on terrain, which presents an appropriate challenge.

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

### Assessment Conditions

Candidates should be assessed on an IMBA (International Mountain Biking Association) competition at a level of **Difficult (Black Diamond)** or equivalent. Course conditions must be detailed with the assessment sheet. More able candidates should demonstrate a higher level of ability and a greater range of skills.

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

- the range and quality of the candidate's biking skills; – i.e. up-hill/down-hill technique, gearing, control over a range of terrain
- skills
- steep descents
- 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 explains the competition course and result. It should also outline 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 the listed skills.

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

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

This assessment is based on the assessment criteria for Mountain Biking.

## Assessment Criteria: Mountain Biking (A2)

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 strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the competition are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair.</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 competition are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair.</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 competition are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair.</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 competition become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair.</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 competition have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Mountain/Hill Walking with Campcraft or Hostelling (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in a physically and technically demanding 4 day walking expedition, with 3 nights spent hostelling or camping in unknown open or wild country remote from habitation.

### Assessment

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

- use and interpretation of maps and their symbols
- navigation using map and compass
- planning the route
- hill walking skills
- organisation and use of equipment
- application of safety principles

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

It is expected that the minimum walking per day will be 6 hours with the distance covered dependent upon the type of terrain. It is expected that the expedition at A2 will be more demanding than the expedition at AS. It is anticipated that a greater daily distance, terrain and challenges, height change and/or difficulty of navigation could achieve this increase in demand.

### Log

The log should contain:

- details of personal equipment for the expedition and the reasons for taking it
- details of group equipment and the reasons for taking it
- application of the code of ethics to be followed
- detailed route card to include both planning of the expedition and the actual participation
- safety planning, including equipment, procedures and details of nutritional planning
- evaluative comments in relation to the expedition

### Expedition

The candidate takes part in a physically and technically demanding 4 day walking expedition in unknown open or wild country remote from habitation. The use of the roads is limited to that necessary to move between the areas of open country.

The expedition should include at least six hours walking each day with the distance covered dependent on the type of terrain involved. When undertaking an expedition in unfamiliar country, the candidate should spend some time there before the expedition in order to become well acquainted with the conditions of the area. The type of terrain should allow candidates to fulfil the assessment requirements, being wild country where walkers are dependent on themselves and remote from any immediate help.

Part of the planning process is to investigate and establish overnight stops. This could involve camping, bivouacking, barn stay, etc.

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

The group size should be a minimum of 5 and a maximum of 7. 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 winter conditions. During the expedition the candidate is expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

It is expected that the planning of the route will involve identifying checkpoints and timings thereby enabling the teacher to loosely supervise the candidates.

### **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. The whole expedition does not need to be filmed.

### **Suggested filming of skills**

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

Assessment is based on performance in a formal expedition where the candidate performs the acquired and developed skills under pressure.

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

The candidate is assessed out of a maximum of 30 marks

This assessment is based on the assessment criteria for Mountain/Hill Walking with Campcraft or Hostelling.

## Assessment Criteria: Mountain/Hill Walking with Campcraft or Hostelling (A2)

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 strategies at a high level 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. An excellent level of physical endeavour and sportsmanship is evident combined with flair.</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. A high level of physical endeavour and sportsmanship is evident combined with flair.</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. A good level of physical endeavour and sportsmanship is evident combined with some flair.</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. A competent level of physical endeavour and sportsmanship is evident combined with a little flair.</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 performance.</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. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Orienteering (A2)

Candidates should demonstrate their acquired and developed skills whilst completing a recognised orienteering course. This activity is only available to candidates who have access to a course which is structured under the relevant supervising national governing body. Courses that are devised by Centres are not acceptable.

### Assessment

Candidates should complete one orienteering course/event which will determine their final mark.

Within the course candidates should demonstrate the following skills:

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

### Assessment conditions

Candidates should complete an orienteering course at a minimum prescribed standard of Blue. Their ability to complete the course will determine their final mark. More able candidates should demonstrate a higher level of ability and a greater range of skills. These candidates must be able to demonstrate the skills in conditions of a higher demand.

### Log

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

### Filmed Evidence

Candidates should be filmed on an orienteering course. 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. Where candidates can stop and explain their planning, the stoppage time should be deducted from the final time. It is understood that candidates at this level may not be able to stop and the mark will be based on the time and difficulty of the event.

The candidate must submit the results of the event along with the event control cards and photocopy of the course. This should be included in a log of their orienteering experiences.

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

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

This assessment is based on the assessment criteria for Orienteering.

## Assessment Criteria: Orienteering (A2)

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 strategies at a high level and demonstrates an understanding of safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met</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.</li> <li>• Performances in the formal competitive situations are very good and have been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use safety techniques.</li> <li>• Performances in the formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 performance 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 formal competitive situations become more consistent and have allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 safety techniques with a limited understanding of the requirements of performance.</li><li>• Performances in the formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Rock Climbing (A2)

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

### Assessment

Candidates are assessed completing **two** climbs.

Climb one should be at a minimum standard of demand of 6b. Candidates should demonstrate the following skills:

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

Climb two should be at a minimum standard of demand of 6a. The candidate must demonstrate the skills of a lead climber, setting belay points on the climb.

Candidates must be protected by top roping during both climbs (this would not normally be the condition for the lead climber).

The climbs should be sufficiently varied so that the candidate can demonstrate a variety of skills to overcome a variety of challenges that are frequently experienced in climbing.

### Applying safety procedures

The candidate should (under qualified supervision) carry out a full safety assessment of another climber. This should include a check of safety/climbing equipment, briefing on the climb and carrying out the belaying of the climber.

### Assessment Conditions

Assessment should be carried out on natural rock faces with a climbing difficulty of at least French System 6b for the first climb and at least 6a for the second (lead) climb. The best candidates should be at a level of demand that allows their best ability to be determined which may be on a more difficult climb. The ability in the climb should be the main factor in determining the mark.

The grade of the climb must be entered onto the assessment form (under 'conditions').

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

### 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

Filming of the climbing should be from below and with commentary especially if distances become large. The candidate's supervision of another climber should be at the foot of the climb and then from the belaying



position during a climb. The preparation and belaying should be filmed from close to the candidate so that his 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.

## Assessment Criteria: Rock Climbing (A2)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>An excellent level of physical endeavour and sportsmanship is evident combined with flair.</li> <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 strategies at a high level 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>A high level of physical endeavour and sportsmanship is evident combined with flair.</li> <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>A good level of physical endeavour and sportsmanship is evident combined with some flair.</li> <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>A competent level of physical endeavour and sportsmanship is evident combined with a little flair.</li> <li>Candidate demonstrates an improving level of acquired and developed skills that allows for 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 an 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 have allowed some learning and understanding.</li> </ul>

0–6	<ul style="list-style-type: none"><li>• A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li><li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</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 expedition have some consistency with a degree of learning and understanding.</li></ul>
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## Rowing and Sculling (A2)

The candidate is assessed performing either rowing or sculling. Rowing must be assessed in a coxless 'pair' or 'four'. This is to ensure that the candidate can be assessed as an individual in terms of both sweeping action and boat speed.

### Assessment

Assessment is based on performance in a formal competitive 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:

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

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

- catch
- finish
- balance
- timing

The candidate may be assessed on one of the following event types:

Sprint Events  
2000 metres

'Head race' Events  
Longer distance 'Head race' events – 2500 to 6000 metres.

These assessment phases are used in conjunction with the assessment criteria for Rowing and Sculling.

### Assessment conditions

Candidates should be assessed in a single scull or a coxless pair or four. The candidate should be assessed in 'race' conditions and the distance and time entered onto the assessment sheet (under conditions).

### Filmed evidence

Filming can be done from a boat or from the bank. Where any specific drills are being demonstrated then background commentary should explain the drill and the movement phases that it emphasises. 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

## Assessment Criteria: Rowing and Sculling (A2)

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 formal competitive situations are excellent and have allowed achievement of performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/county representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li></ul>
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## Sailing (A2)

The candidate is assessed in the selection and application of acquired and developed skills, while planning and taking part in a competitive sailing regatta 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.

It is expected that candidates at A2 standard will have extensive sailing experience.

### 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.

- launch, jetty, beach
- changing direction, tacking and gybing
- sailing on different points, close haul, reach, running, use of centre board
- capsize drill and rescues
- advanced skills, trapeze, spinnaker use, planning, trimming and steering (without rudder)
- ability to sail a triangular course. This ability should be assessed in two parts; planning and execution.

Planning should involve consideration of required equipment, wind/water conditions and hazards

Marks will be awarded to reflect the proficiency and range of skills and the demands of the water conditions. The basis of assessment will be on the demonstrated skills.

### Assessment conditions

Candidates must be assessed in conditions that place a suitable level of demand on the candidate.

Assessment must not be on flat outdoor water. Wind conditions must be sufficient to consider reefing the sail. As a rough guide, the minimum prescribed condition is that the wind speed will be at least 15 knots.

### 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 should be filmed whilst taking part in an appropriate racing competition. The variety of these competitions, world wide, does not allow a more specific demand to be stated

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.

## Assessment Criteria: Sailing (A2)

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 strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 an 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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate sails occasionally in a team.</li></ul>
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## Skiing (A2)

The candidate is assessed in the selection and application of acquired and developed skills in a formal competitive situation. 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.

Candidates should demonstrate the following skills

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

### Assessment

Candidates should be filmed descending two ski runs. The first run should be on a red graded slope and be in a formal slalom competition. The second run should be on a black graded slope and again the candidate should demonstrate the ability to turn when required.

### 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). The most able candidates should demonstrate skills on both smooth and undulating terrain (moguls).

### 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.

The total film time per candidate should be about three minutes.

## Assessment Criteria: Skiing (A2)

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 strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 an understanding of the requirements of performance and is able to introduce and use a basic and safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Snowboarding (A2)

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 in a formal competitive situation. 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.

### Assessment

Candidates should be filmed descending two runs. The first run should be on a red graded slope and be in a formal slalom competition. The second run should be on a black graded slope and again the candidate should demonstrate the ability to turn when required.

Alternatively the second run could be in conditions that allow the candidate to demonstrate a number of linked 'tricks' (e.g. a snow park or half pipe).

Candidates should demonstrate the following skills:

- toe carving
- heel carving
- carved linked turns
- simple jumps and tricks (Ollie/Fakie)

### 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). Candidates in level 1 and 2 should demonstrate skills on both smooth and undulating terrain (moguls).

### 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.

The total film time per candidate should be about three minutes.

## Assessment Criteria: Snowboarding (A2)

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 strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 an 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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>

0–6	<ul style="list-style-type: none"><li>• Candidate demonstrates a moderate level of acquired and developed skills allowing 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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident.</li></ul>
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## Windsurfing (A2)

The candidate is assessed in the selection and application of acquired and developed skills, while planning and taking part in a formal competitive windsurfing regatta 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.

It is expected that candidates at A2 standard will have extensive windsurfing experience.

### Assessment

The assessment consists of two equal components

1. Skills. 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.

- starts, beach and water
- changing direction, tacking and gybing
- sailing on different points, close haul, reach and running
- advanced skills harness use, footstrap use, planning, carving, duck gybe
- ability to sail a triangular course
- ability to jump the board

2. Formal competitive situation. The candidate is assessed taking part in a formal competitive situation. This is expected to be a windsurfing race but could be a competition, which focuses on 'tricks and jumps'

Marks will be awarded to reflect the proficiency and range of skills and the demands of the water conditions. The basis of assessment will be on the demonstrated skills and the results of the competitive situation.

### 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 conditions that place a suitable level of demand on the candidate.

Assessment must be on outdoor water with a wave element. Wind/water conditions must be sufficient to allow the board to 'jump' and water starts to be demonstrated. As a rough guide wind the minimum prescribed condition is that the wind speed will be at least 15 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.



## Assessment Criteria: Windsurfing (A2)

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 strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 an 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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations have some consistency showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate sails occasionally in a team.</li></ul>
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## Swimming Activities (A2)

## Competitive Swimming Life Saving Personal Survival

### Competitive Swimming (A2)

The candidate is assessed in two strokes from:

- front crawl
- back stroke
- breast stroke
- butterfly

The candidate's assessed strokes must be clearly indicated on the Assessment Sheet. Each stroke must be over a distance of 50m.

There are two parts to the assessment:

#### (a) Critical Assessment

Assessment is based on performance in a formal 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:

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

These assessment phases are used in conjunction with the assessment criteria.

#### (b) Performance Assessment

Assessment is based on the performance as measured against the Performance Assessment Tables in Appendix A.

Each stroke is marked out of a total of 90 raw marks, calculated as follows:

Critical assessment mark (out of 30) + Performance assessment mark (out of 60) = mark for each stroke.

The total mark for swimming is then calculated as follows:

$$\frac{\text{Mark for Stroke 1} + \text{Mark for Stroke 2}}{6} = \text{Final Mark for Swimming}$$

### Assessment Form

The A2 Physical Education Swimming Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for critical assessment **must** be provided.

**Activity Categories and Assessment Criteria at A2 Swimming Activities (A2)**

DVD ID	Cand. No.	Cand. Name	Sex (M/F)	Event 50 m	Time	PA Mark (60)	CA Mark (30)	Total (180)	Final Mark (30)
Red Hat	1234	David Duck	M	Free	36.1	44	20	127	22
				Back	47.5	43	22		

## Assessment Criteria: Competitive Swimming (A2)

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 formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</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 formal competitive situations become more consistent and show some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>

0–6	<ul style="list-style-type: none"><li>• Candidate demonstrates a moderate level of acquired and developed skills allowing to 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 tactics and strategies with a limited understanding of the requirements of performance.</li><li>• Performances in the formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate swims occasionally in a team.</li></ul>
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## Life Saving (A2)

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

### 1. Cardio Pulmonary 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) Timed swim rescue – conscious casualty (under 65 seconds)  
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) Timed swim rescue – unconscious casualty (under 45 seconds)  
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 also based on performance in a mock rescue situation where the candidate performs, as a life saver, the acquired and developed skills under pressure. Centres will have to devise a mock poolside scenario which is unknown to the candidate. 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

An example of a mock scenario could be injury, cramp or threat of drowning to one or more persons in the water. Mock scenarios must be supervised and managed by Centre staff.

Times are required on the assessment form but the overall assessment is based on a combination of CPR, rescue skills and mock situation.

These assessment phases are used in conjunction with the assessment criteria for Life Saving.

### Assessment Form

The A2 Physical Education Life Saving Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for assessment **must** be provided. Assessment is based on completion of all the numbered skills. Times (for skill (d) conscious casualty and (e) unconscious casualty) are only a part of the judgement to award final mark.

DVD ID	Cand. No.	Cand. Name	Sex (M/F)	Skill	Time	Final Mark (30)
Red 12	1234	Elizabeth Grey	F	d)	53	16
				e)	31	



## Assessment Criteria: Life Saving (A2)

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.</li> <li>• Performances in the formal competitive situations are excellent and have allowed achievement of performance-based targets. An excellent level of physical endeavour is evident combined with flair.</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 formal competitive situations are very good and have been such as to show a high standard of learning and understanding. A high level of physical endeavour is evident combined with flair.</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 formal competitive situations are good and result from satisfactory learning and understanding. A good level of physical endeavour is evident combined with some flair.</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 formal competitive situations become more consistent and have allowed some learning and understanding. A competent level of physical endeavour is evident combined with a little flair.</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 performance.</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 formal competitive situations have some consistency, showing some learning and understanding. A level of physical endeavour is evident.</li></ul>
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## Personal Survival (A2)

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

These require the candidate to undergo the following prescribed series of tests without pauses and without making any contact with the pool wall or floor.

The candidate should perform the following acquired and developed skills:

1. Perform a straddle entry from the poolside.
2. Swim 100 metres in less than 2½ minutes.
3. Remove footwear and tread water for 2 minutes; simulating cramp in one leg, massage the affected leg with a free hand.
4. Tread water for 5 minutes.
5. Swim 500 metres in less than 15 minutes.
6. Tread water for 2 minutes waving one arm above the water to attract attention.
7. Find a floating object and then remove an article of clothing.
8. Swim with the floating object for 100 metres, resting twice in the H.E.L.P. position for 2 minutes each time.
9. Climb out of the pool in deep water without assistance.

This must be performed in deep water whilst wearing the following clothing: t-shirt or vest, long-sleeved fully buttoned shirt or blouse, long sleeved jumper or sweatshirt, long loose fitting trousers (not jeans), socks and plimsolls or suitable alternative footwear.

### Assessment

Times are required on the assessment form.

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

The assessment is made in conjunction with the assessment criteria for Personal Survival.

### Assessment Form

The A2 Physical Education Personal Survival Rank Order Assessment Form should be completed in rank order (most able candidate with highest mark at the top). Candidate DVD ID must be entered and match the DVD evidence. Male and Female candidates should be in separate rank orders. DVD evidence for critical assessment **must** be provided. Assessment is based on completion of all the numbered skills. Times (for skill 2. 100m and 5. 500m) are only a part of the judgement to award final mark.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Skill	Time	Final Mark (30)
Red 12	1234	Brian Smith	M	2. 100m	1.40	28
				5. 500m	14.04	

## Assessment Criteria: Personal Survival (A2)

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• An excellent level of physical endeavour and sportsmanship is evident combined with flair.</li> <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>• A high level of physical endeavour and sportsmanship is evident combined with flair.</li> <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>• A good level of physical endeavour and sportsmanship is evident combined with some flair.</li> <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 safety techniques.</li> <li>• Performances in the conditioned competitive situations are good and results from satisfactory learning and understanding.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• A competent level of physical endeavour and sportsmanship is evident combined with a little flair.</li> <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>• A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li><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>
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## Appendix A: Performance Assessment Tables

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# PERFORMANCE ASSESSMENT TABLES – ATHLETICS – FEMALE CANDIDATES

	100 M (s)	200 M (s)	400 M (s)	800 M (min.s)	1500 M (min.s)	3000 M (min.s)	110 H (s)	400 H (s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	4 kg SHOT (M)	1 kg DISCUS (M)	600 gm JAVELIN (M)	4 kg HAMMER (M)	WALK 5000 M (min.s)	WALK 3000 M (min.s)
60	12.90	26.4	61.5	2.25	5.00	10.48	16.3	68.7	1.57	4.85	9.40	2.51	9.10	30.00	33.00	32.00	30.29	18.20
59	12.95	26.6	62.9	2.26	5.02	10.54	16.4	69.1	1.56	4.82	9.35	2.49	9.01	29.71	32.00	31.67	30.45	18.29
58	13.00	26.8	63.3	2.27	5.04	11.00	16.5	69.5	1.55	4.79	9.30	2.47	8.92	29.42	32.38	31.34	31.02	18.38
57	13.05	27.0	63.7	2.28	5.06	11.06	16.6	69.9	1.54	4.76	9.25	2.45	8.83	29.13	32.04	31.01	31.18	18.47
56	13.10	27.2	64.1	2.29	5.08	11.12	16.7	70.3	1.53	4.73	9.20	2.43	8.74	28.84	31.72	30.68	31.35	18.56
55	13.15	27.4	64.5	2.30	5.10	11.18	16.8	70.7	1.52	4.70	9.15	2.41	8.65	28.55	31.40	30.35	31.51	19.05
54	13.20	27.6	64.9	2.31	5.12	11.24	16.9	71.1	1.51	4.66	9.10	2.39	8.56	28.26	31.08	30.02	32.08	19.14
53	13.25	27.8	65.3	2.32	5.14	11.30	17.0	71.5	1.50	4.62	9.05	2.37	8.47	27.97	30.76	29.69	32.34	19.23
52	13.30	28.0	65.7	2.33	5.16	11.36	17.1	71.9	1.49	4.58	9.00	2.35	8.38	27.68	30.44	29.36	32.51	19.32
51	13.35	28.2	66.1	2.34	5.18	11.42	17.2	72.3	1.48	4.54	8.95	2.33	8.29	27.39	30.12	29.03	33.07	19.41
50	13.40	28.4	66.5	2.35	5.20	11.48	17.3	72.7	1.47	4.50	8.90	2.31	8.20	27.10	29.80	28.70	33.24	19.50
49	13.45	28.6	66.9	2.36	5.22	11.54	17.4	73.1	1.46	4.46	8.85	2.29	8.11	26.81	29.48	28.37	33.40	19.59
48	13.50	28.8	67.3	2.37	5.24	12.00	17.5	73.5	1.45	4.42	8.80	2.27	8.02	26.52	29.16	28.04	33.57	20.08
47	13.55	29.0	67.7	2.38	5.26	12.06	17.6	73.9	1.44	4.38	8.75	2.25	7.93	26.23	28.84	27.71	34.13	20.13
46	13.60	29.2	68.1	2.39	5.28	12.12	17.7	74.3	1.43	4.34	8.70	2.23	7.84	25.94	28.52	27.38	34.30	20.26
45	13.65	29.4	68.5	2.40	5.30	12.18	17.8	74.7	1.42	4.30	8.65	2.21	7.75	25.65	28.20	27.05	34.46	20.35
44	13.70	29.6	68.9	2.41	5.32	12.24	17.9	75.1	1.41	4.26	8.60	2.19	7.66	25.36	27.88	26.72	35.03	20.44
43	13.75	29.8	69.3	2.42	5.34	12.30	18.0	75.5	1.40	4.22	8.55	2.17	7.57	25.07	27.56	26.39	35.19	20.53
42	13.80	30.0	69.7	2.43	5.36	12.36	18.1	75.9	1.39	4.18	8.50	2.15	7.48	24.78	27.24	26.06	35.36	21.02
41	13.85	30.2	70.1	2.44	5.38	12.42	18.2	76.3	1.38	4.14	8.45	2.13	7.39	24.49	26.92	25.73	35.52	21.11
40	13.90	30.4	70.5	2.45	5.40	12.48	18.3	76.7	1.37	4.10	8.40	2.11	7.30	24.20	26.60	25.40	36.09	21.20
39	13.95	30.6	70.9	2.46	5.42	12.54	18.4	77.1	1.36	4.06	8.35	2.09	7.22	23.91	26.28	24.07	36.25	21.29
38	14.00	30.8	71.3	2.47	5.44	13.00	18.5	77.5	1.35	4.02	8.30	2.07	7.14	23.62	25.96	24.74	36.42	21.38
37	14.05	31.0	71.7	2.48	5.46	13.06	18.6	77.9	1.34	3.98	8.25	2.05	7.06	23.33	25.64	24.41	36.58	21.47
36	14.10	31.2	72.1	2.49	5.48	13.12	18.7	78.3	1.33	3.94	8.20	2.03	6.98	23.04	25.32	24.08	37.15	21.56
35	14.15	31.4	72.5	2.50	5.50	13.18	18.8	78.7	1.32	3.90	8.15	2.01	6.90	22.75	25.00	23.75	37.31	22.05
34	14.20	31.6	72.9	2.51	5.52	13.24	18.9	79.1	1.31	3.86	8.10	1.99	6.82	22.46	24.68	23.42	37.48	22.14

													4 kg	1 kg	600 gm	4 kg	WALK	WALK
	100 M (s)	200 M (s)	400 M (s)	800 M (min.s)	1500 M (min.s)	3000 M (min.s)	110 H (s)	400 H (s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	SHOT (M)	DISCUS (M)	JAVELIN (M)	HAMMER (M)	5000 M (min.s)	3000 M (min.s)
33	14.25	31.8	73.3	2.52	5.54	13.30	19.0	79.5	1.30	3.82	8.05	1.97	6.74	22.17	24.36	23.09	38.04	22.23
32	14.30	32.0	73.7	2.53	5.56	13.36	19.1	79.9	1.29	3.78	8.00	1.95	6.66	21.88	24.04	22.76	38.21	22.32
31	14.35	32.2	74.1	2.54	5.58	13.42	19.2	80.3	1.28	3.74	7.95	1.93	6.58	21.59	23.72	22.43	38.37	22.41
30	14.40	32.4	74.5	2.55	6.00	13.48	19.3	80.7	1.27	3.70	7.90	1.91	6.50	21.30	23.40	22.10	38.54	22.50
29	14.45	32.6	74.9	2.56	6.02	13.54	19.4	81.1	1.26	3.66	7.85	1.89	6.42	21.02	23.08	21.77	39.10	22.59
28	14.50	32.8	75.3	2.57	6.04	14.00	19.5	81.5	1.25	3.62	7.80	1.87	6.34	20.74	22.76	21.44	39.27	23.06
27	14.55	33.0	75.7	2.58	6.06	14.06	19.6	81.9	1.24	3.58	7.75	1.85	6.26	20.46	22.44	21.11	39.43	23.15
26	14.60	33.2	76.1	2.59	6.08	14.12	19.7	82.3	1.23	3.54	7.70	1.83	6.18	20.18	22.12	20.78	40.00	23.24
25	14.65	33.4	76.5	3.00	6.10	14.18	19.8	82.7	1.22	3.50	7.65	1.81	6.10	19.90	21.80	20.45	40.16	23.33
24	14.70	33.6	76.9	3.01	6.12	14.24	19.9	83.1	1.21	3.46	7.60	1.79	6.02	19.62	21.48	20.12	40.33	23.42
23	14.75	33.8	77.3	3.02	6.14	14.30	20.0	83.5	1.20	3.42	7.55	1.77	5.94	19.34	21.16	19.79	40.49	23.52
22	14.80	34.0	77.7	3.03	6.16	14.36	20.1	83.9	1.19	3.38	7.50	1.75	5.86	19.06	20.84	19.46	41.06	24.01
21	14.85	34.2	78.1	3.04	6.18	14.42	20.2	84.3	1.18	3.34	7.45	1.73	5.78	18.78	20.52	19.13	41.22	24.10
20	14.90	34.6	78.5	3.05	6.20	14.48	20.3	84.7	1.17	3.30	7.40	1.71	5.70	18.50	20.20	18.80	41.39	24.19
19	14.95	34.8	78.9	3.06	6.22	14.54	20.4	85.1	1.16	3.26	7.35	1.69	5.62	18.22	19.88	18.47	41.55	25.28
18	15.00	35.0	79.3	3.07	6.24	15.00	20.5	85.5	1.15	3.22	7.30	1.67	5.54	17.94	19.56	18.14	42.02	25.37
17	15.05	35.2	79.7	3.08	6.26	15.07	20.6	85.9	1.14	3.18	7.25	1.65	5.46	17.66	19.24	17.81	42.18	25.46
16	15.10	35.4	80.1	3.09	6.28	15.14	20.7	86.3	1.13	3.14	7.20	1.63	5.38	17.38	18.92	17.48	42.35	25.55
15	15.15	35.6	80.5	3.10	6.30	15.21	20.8	86.7	1.12	3.10	7.15	1.61	5.30	17.10	18.60	17.15	42.51	26.04
14	15.20	35.8	80.9	3.11	6.33	15.28	20.9	87.1	1.11	3.06	7.10	1.59	5.22	16.82	18.28	16.80	43.08	26.13
13	15.30	36.0	81.3	3.12	6.36	15.35	21.0	87.5	1.10	3.02	7.05	1.57	5.14	16.54	17.96	16.49	42.15	25.22
12	15.40	36.2	81.7	3.13	6.39	15.42	21.2	87.9	1.09	2.98	7.00	1.55	5.06	16.26	17.64	16.16	42.30	25.31
11	15.50	36.4	82.1	3.14	6.42	15.49	21.4	88.3	1.08	2.94	6.95	1.53	4.96	15.98	17.32	15.83	42.45	25.40
10	15.60	36.7	82.6	3.15	6.45	15.56	21.6	88.7	1.07	2.90	6.90	1.51	4.88	15.70	17.00	15.50	43.00	25.49
9	15.70	37.0	83.1	3.16	6.48	16.03	21.8	89.1	1.06	2.86	6.85	1.49	4.80	15.42	16.68	15.17	43.45	25.58
8	15.80	37.3	83.6	3.17	6.51	16.10	22.0	89.5	1.05	2.82	6.80	1.47	4.72	15.14	16.36	14.84	44.00	26.07
7	15.90	37.6	84.1	3.18	6.54	16.17	22.2	89.9	1.04	2.78	6.75	1.45	4.64	14.86	16.04	14.51	44.15	26.16
6	16.00	37.9	84.6	3.19	6.57	16.24	22.4	90.3	1.03	2.74	6.70	1.43	4.56	14.58	15.72	14.18	44.30	26.25



													4 kg	1 kg	600 gm	4 kg	WALK	WALK
	100 M (s)	200 M (s)	400 M (s)	800 M (min.s)	1500 M (min.s)	3000 M (min.s)	110 H (s)	400 H (s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	SHOT (M)	DISCUS (M)	JAVELIN (M)	HAMMER (M)	5000 M (min.s)	3000 M (min.s)
5	16.10	38.2	85.1	3.20	7.00	16.31	22.6	90.7	1.02	2.70	6.65	1.41	4.46	14.30	15.40	13.85	44.45	26.34
4	16.20	38.5	85.6	3.22	7.03	16.38	22.8	91.1	1.01	2.66	6.60	1.39	4.36	13.80	15.08	13.52	45.00	26.43
3	16.30	38.8	86.1	3.24	7.06	16.45	23.0	91.5	0.99	2.62	6.55	1.37	4.26	13.30	14.76	13.02	45.15	26.52
2	16.40	39.1	86.6	3.26	7.09	16.52	23.2	92.0	0.98	2.58	6.50	1.32	4.16	12.80	14.44	12.52	45.30	27.01
1	16.50	39.4	87.1	3.28	7.12	16.59	23.4	93.0	0.97	2.54	6.45	1.27	4.06	12.30	14.12	12.02	45.45	27.10

## PERFORMANCE ASSESSMENT TABLES – ATHLETICS – MALE CANDIDATES

														6.25 kg	1.75 kg	800 gm	6.25 kg	WALK	WALK
	100 M (s)	200 M (s)	400 M (s)	800 M (min.s)	1500 M (min.s)	3000 M (min.s)	110 H (s)	400 H (s)	2000 M (min.s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	SHOT (M)	DISCUS (M)	JAVELIN (M)	HAMMER (M)	10000 M (min.s)	5000 M (min.s)
60	11.40	23.1	51.5	2.00	4.09	9.06	16.0	59.0	6.23	1.87	6.35	13.05	3.65	11.90	36.00	48.00	41.00	64.30	28.50
59	11.45	23.2	52.0	2.01	4.11	9.11	16.1	59.4	6.26	1.86	6.30	12.96	3.61	11.80	35.65	47.50	40.60	65.00	29.05
58	11.50	23.3	52.5	2.02	4.13	9.16	16.2	59.8	6.29	1.85	6.25	12.87	3.57	11.70	35.30	47.00	40.20	65.30	29.20
57	11.55	23.4	53.0	2.03	4.15	9.21	16.3	60.2	6.32	1.84	6.20	12.78	3.53	11.60	34.95	46.50	38.80	66.00	29.35
56	11.60	23.5	53.5	2.04	4.17	9.26	16.4	60.6	6.35	1.83	6.15	12.69	3.49	11.50	34.60	46.00	39.40	66.30	29.50
55	11.65	23.6	54.0	2.05	4.19	9.31	16.5	61.0	6.38	1.82	6.10	12.60	3.45	11.40	34.25	45.00	39.00	67.00	30.05
54	11.70	23.7	54.5	2.06	4.21	9.36	16.6	61.4	6.41	1.81	6.05	12.51	3.41	11.30	33.90	44.50	38.60	67.30	30.20
53	11.75	23.8	55.0	2.07	4.23	9.41	16.7	61.8	6.44	1.80	6.00	12.42	3.37	11.20	33.55	44.00	38.20	68.00	30.35
52	11.80	23.9	55.5	2.08	4.25	9.46	16.8	62.2	6.47	1.79	5.95	12.33	3.33	11.10	33.20	43.50	37.80	68.30	30.50
51	11.85	24.0	56.0	2.09	4.27	9.51	16.9	62.6	6.50	1.78	5.90	12.24	3.29	11.00	32.85	43.00	37.40	69.00	31.05
50	11.90	24.1	56.5	2.10	4.29	9.56	17.0	63.0	6.53	1.77	5.85	12.15	3.25	10.90	32.50	42.50	37.00	69.30	31.30
49	11.95	24.2	57.0	2.11	4.31	10.01	17.2	63.4	6.56	1.76	5.80	12.06	3.21	10.80	32.05	42.00	36.60	70.00	31.35
48	12.00	24.4	57.5	2.12	4.33	10.06	17.4	63.8	6.59	1.75	5.75	11.97	3.17	10.70	31.70	41.50	36.20	70.30	31.50
47	12.05	24.6	58.0	2.13	4.35	10.11	17.6	64.2	7.02	1.74	5.70	11.88	3.13	10.60	31.35	41.00	35.80	71.00	32.05
46	12.10	24.8	58.5	2.14	4.37	10.16	17.8	64.6	7.05	1.73	5.65	11.79	3.09	10.50	31.00	40.50	35.40	71.30	32.20
45	12.15	25.0	59.0	2.15	4.39	10.21	18.0	65.0	7.08	1.72	5.60	11.70	3.05	10.40	30.65	40.00	35.00	72.00	32.35
44	12.20	25.2	59.5	2.16	4.41	10.26	18.2	65.4	7.11	1.71	5.55	11.61	3.01	10.30	30.30	39.50	34.60	72.30	32.50
43	12.25	25.4	60.0	2.17	4.43	10.31	18.4	65.8	7.14	1.70	5.50	11.52	2.97	10.20	29.95	39.00	34.20	73.00	33.05
42	12.30	25.6	60.5	2.18	4.45	10.36	18.6	66.2	7.17	1.69	5.45	11.43	2.93	10.10	29.60	38.50	33.80	73.30	33.20
41	12.35	25.8	61.0	2.19	4.47	10.41	18.8	66.6	7.20	1.68	5.40	11.34	2.89	10.00	29.25	38.00	33.40	74.00	33.35
40	12.40	26.0	61.5	2.20	4.49	10.46	19.0	67.0	7.23	1.67	5.35	11.25	2.85	9.90	28.90	37.50	33.00	74.30	33.50
39	12.45	26.2	62.0	2.21	4.51	10.51	19.2	67.4	7.26	1.66	5.30	11.16	2.81	9.80	28.55	37.00	32.60	75.00	34.05
38	12.50	26.4	62.5	2.22	4.53	10.56	19.4	67.8	7.29	1.65	5.25	11.07	2.77	9.70	28.20	36.50	32.20	75.30	34.20
37	12.55	26.6	63.0	2.23	4.55	11.01	19.6	68.2	7.32	1.64	5.20	10.98	2.73	9.60	27.85	36.00	31.80	76.00	34.35
36	12.60	26.8	63.5	2.24	4.57	11.06	19.8	68.6	7.35	1.63	5.15	10.89	2.69	9.50	27.50	35.50	31.40	76.30	34.50
35	12.65	27.0	64.0	2.25	4.59	11.11	20.0	69.0	7.38	1.62	5.10	10.80	2.65	9.40	27.15	35.00	31.00	77.00	35.05
34	12.70	27.2	64.5	2.26	5.01	11.16	20.2	69.4	7.41	1.61	5.05	10.71	2.61	9.30	26.80	34.50	30.60	77.30	35.20
33	12.80	27.4	65.0	2.27	5.03	11.21	20.4	69.8	7.44	1.60	5.00	10.62	2.57	9.20	26.45	34.00	30.20	78.00	35.35

														6.25 kg	1.75 kg	800 gm	6.25 kg	WALK	WALK
	100 M (s)	200 M (s)	400 M (s)	800 M (min.s)	1500 M (min.s)	3000 M (min.s)	110 H (s)	400 H (s)	2000 M (min.s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	SHOT (M)	DISCUS (M)	JAVELIN (M)	HAMMER (M)	10000 M (min.s)	5000 M (min.s)
32	12.90	27.6	65.5	2.28	5.05	11.26	20.6	70.2	7.47	1.59	4.95	10.53	2.53	9.10	26.10	33.50	29.80	78.30	35.50
31	13.00	27.8	66.0	2.29	5.07	11.31	20.8	70.6	7.50	1.58	4.90	10.44	2.49	9.00	25.75	33.00	29.40	79.00	36.05
30	13.10	28.0	66.5	2.30	5.09	11.36	21.0	71.0	7.53	1.57	4.85	10.35	2.45	8.90	25.40	32.50	29.00	79.30	36.20
29	13.20	28.2	67.0	2.31	5.11	11.41	21.2	71.4	7.56	1.56	4.80	10.26	2.41	8.80	25.05	32.00	28.60	80.00	36.35
28	13.30	28.4	67.5	2.32	5.13	11.46	21.4	71.8	8.00	1.55	4.76	10.18	2.37	8.70	24.70	31.50	28.20	80.30	36.50
27	13.40	28.6	68.0	2.33	5.15	11.51	21.6	72.2	8.04	1.54	4.72	10.10	2.33	8.60	24.35	31.00	27.80	81.00	37.05
26	13.50	28.8	68.5	2.34	5.17	11.56	21.8	72.6	8.08	1.53	4.68	10.02	2.29	8.50	24.00	30.50	27.40	81.30	37.20
25	13.60	29.0	69.0	2.35	5.19	12.01	22.0	73.0	8.12	1.51	4.64	9.94	2.25	8.40	23.65	30.00	27.00	82.00	37.35
24	13.70	29.2	69.5	2.36	5.21	12.07	22.1	73.4	8.16	1.49	4.60	9.86	2.22	8.30	23.30	29.50	26.60	82.30	37.50
23	13.80	29.4	70.0	2.37	5.23	12.13	22.2	73.8	8.20	1.47	4.56	9.78	2.19	8.20	22.95	29.00	26.20	83.00	38.05
22	13.90	29.6	70.5	2.38	5.25	12.19	22.3	74.2	8.24	1.45	4.52	9.70	2.16	8.10	22.60	28.50	25.80	83.30	38.20
21	14.00	29.8	71.0	2.39	5.27	12.25	22.4	74.6	8.28	1.43	4.48	9.62	2.13	8.00	22.25	28.00	25.40	84.00	38.35
20	14.10	30.0	71.5	2.40	5.29	12.31	22.5	75.0	8.32	1.41	4.44	9.54	2.09	7.85	21.90	27.50	25.00	84.30	38.50
19	14.20	30.3	72.0	2.41	5.31	12.37	22.6	75.4	8.36	1.39	4.40	9.46	2.06	7.70	21.55	26.95	24.60	85.00	39.05
18	14.30	30.6	72.5	2.42	5.33	12.43	22.7	75.8	8.40	1.37	4.36	9.38	2.03	7.55	21.20	26.40	24.20	85.30	39.20
17	14.40	30.9	73.0	2.43	5.35	12.49	22.8	76.2	8.44	1.35	4.32	9.30	2.00	7.40	20.85	25.85	23.80	86.00	39.35
16	14.50	31.2	73.5	2.44	5.37	12.55	22.9	76.6	8.48	1.33	4.28	9.22	1.97	7.25	20.50	25.30	23.70	86.30	39.50
15	14.60	31.5	74.0	2.45	5.39	13.01	23.0	77.0	8.52	1.31	4.24	9.14	1.94	7.10	20.15	24.75	23.00	87.00	40.05
14	14.70	31.8	74.5	2.46	5.41	13.06	23.1	77.4	8.56	1.29	4.20	9.06	1.91	6.95	19.80	24.20	22.60	87.30	40.20
13	14.80	32.1	75.0	2.47	5.43	13.11	23.2	77.8	9.00	1.27	4.16	8.98	1.88	6.80	19.45	23.65	22.20	88.00	40.35
12	14.90	32.4	75.5	2.48	5.45	13.17	23.3	78.2	9.06	1.25	4.12	8.90	1.85	6.65	19.10	23.10	21.80	88.30	40.50
11	15.00	327.	76.0	2.49	5.47	13.23	23.4	78.6	9.12	1.23	4.08	8.82	1.82	6.50	18.75	22.55	21.40	89.00	41.05
10	15.10	33.0	76.5	2.50	5.49	13.24	23.5	79.0	9.18	1.21	4.04	8.74	1.79	6.35	18.40	22.00	21.00	89.30	41.20
9	15.20	33.3	77.0	2.51	5.51	13.35	23.6	79.4	9.24	1.19	4.00	8.66	1.76	6.20	18.05	21.45	20.60	90.00	41.30
8	15.30	33.6	77.5	2.52	5.53	13.41	23.7	79.8	9.30	1.17	3.96	8.58	1.73	6.05	17.70	20.90	20.20	90.30	41.40
7	15.40	33.9	78.0	2.53	5.55	13.47	23.8	80.2	9.36	1.15	3.92	8.50	1.70	5.90	17.35	20.35	19.80	91.00	41.50
6	15.50	34.2	78.5	2.54	5.57	13.53	23.9	80.6	9.42	1.13	3.88	8.42	1.67	5.75	17.00	19.80	19.40	91.30	42.00
5	15.60	34.5	79.0	3.00	5.59	13.59	24.0	81.0	9.48	1.11	3.82	8.34	1.64	5.60	16.65	19.25	19.00	92.00	42.10
4	15.70	34.8	79.5	3.05	6.01	14.05	24.1	81.4	9.54	1.09	3.78	8.28	1.61	5.35	16.30	18.70	18.60	92.30	42.20

														6.25 kg	1.75 kg	800 gm	6.25 kg	WALK	WALK
	100 M (s)	200 M (s)	400 M (s)	800 M (min.s)	1500 M (min.s)	3000 M (min.s)	110 H (s)	400 H (s)	2000 M (min.s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	SHOT (M)	DISCUS (M)	JAVELIN (M)	HAMMER (M)	10000 M (min.s)	5000 M (min.s)
3	15.80	35.1	80.0	3.10	6.05	14.15	24.2	81.8	10.00	1.07	3.74	8.20	1.58	5.20	15.95	18.15	18.20	93.00	42.30
2	15.90	35.4	80.5	3.15	6.10	14.22	24.3	82.2	10.15	1.05	3.70	8.12	1.55	5.05	15.60	17.60	17.80	93.30	42.40
1	16.00	35.7	81.0	3.20	6.15	14.30	24.4	82.6	10.30	1.03	3.66	8.04	1.52	4.90	15.25	17.05	17.40	94.00	42.50

## Female combined lifting tables

2567 combined lifting table for snatch, clean and jerk scores based on the U18 qualifying standards for the British Championships 2002

CLASS POINTS	48 KG	53 KG	58 KG	63 KG	69 KG	75 KG	75+ KG
60	60	72.6	75	78.2	84.6	90	95.6
59	59	71.4	73.75	76.9	83.2	88.5	94
58	58	70.2	72.5	75.6	81.2	87	92.4
57	57	69	71.25	74.3	79.8	85.5	90.8
56	56	67.8	70	73	78.4	84	89.2
55	55	66.6	68.75	71.7	77	82.5	87.6
54	54	65.4	67.5	70.4	75.6	81	86
53	53	64.2	66.25	69.1	74.2	79.5	84.4
52	52	63	65	67.8	72.8	78	82.8
51	51	61.8	63.75	66.5	71.4	76.5	81.2
50	50	60.6	62.5	65.2	70	75	79.6
49	49	59.4	61.25	63.9	68.6	73.5	78
48	48	58.2	60	62.6	67.2	72	76.4
47	47	57	58.75	61.3	65.8	70.5	74.8
46	46	55.8	57.5	60	64.4	69	73.2
45	45	54.6	56.25	58.7	63	67.5	71.6
44	44	53.4	55	57.4	61.6	66	70
43	43	52.2	53.75	56.1	60.2	64.5	68.4
42	42	51	52.5	54.8	58.8	63	66.8
41	41	49.8	51.25	53.5	57.4	61.5	65.2
40	40	48.6	50	52.2	56	60	63.6
39	39	47.4	48.75	50.9	54.6	58.5	62
38	38	46.2	47.5	49.6	53.2	57	60.4
37	37	45	46.25	48.3	51.8	55.5	58.8
36	36	43.8	45	47	50.4	54	57.2
35	35	42.6	43.75	45.7	49	52.5	55.6
34	34	41.4	42.5	44.4	47.6	51	54
33	33	40.2	41.25	43.1	46.2	49.5	52.4
32	32	39	40	41.8	44.8	48	50.8
31	31	37.8	38.75	40.5	43.4	46.5	49.2

**Appendix A: Female combined lifting tables**

CLASS POINTS	48 KG	53 KG	58 KG	63 KG	69 KG	75 KG	75+ KG
30	30	36	37.5	39.2	42	45	47.6
29	29	34.8	36.25	37.9	40.6	43.5	46
28	28	33.6	35	36.6	39.2	42	44.4
27	27	32.4	33.75	35.3	37.8	40.5	42.8
26	26	31.2	32.5	34	36.4	39	41.2
25	25	30	31.25	32.7	35	37.5	39.6
24	24	28.8	30	31.4	33.6	36	38
23	23	27.6	28.75	30.1	32.2	34.5	36.4
22	22	26.4	27.5	28.8	30.8	33	34.8
21	21	25.2	26.25	27.5	29.4	31.5	33.2
20	20	24	25	26.2	28	30	31.6
19	19	22.8	23.75	24.9	26.6	28.5	30
18	18	21.6	22.5	23.6	25.2	27	28.4
17	17	20.4	21.25	22.3	23.8	25.5	26.8
16	16	19.2	20	21	22.4	24	25.2
15	15	18	18.75	19.7	21	22.5	23.6
14	14	16.8	17.5	18.4	19.6	21	22
13	13	15.6	16.25	17.1	18.2	19.5	20.4
12	12	14.4	15	15.8	16.8	18	18.8
11	11	13.2	13.75	14.5	15.4	16.5	17.2
10	10	12	12.5	13.2	14	15	15.6
9	9	10.8	11.25	11.9	12.6	13.5	14
8	8	9.6	10	10.6	11.2	12	12.4
7	7	8.4	8.75	9.3	9.8	10.5	10.8
6	6	7.2	7.5	7.8	8.4	9	9.2
5	5	6	6.25	6.5	7	7.5	7.6
4	4	4.8	5	5.2	5.6	6	6
3	3	3.6	3.75	3.9	4.2	4.5	4.8
2	2	2.4	2.5	2.6	2.8	3	3.2
1	1	1.2	1.25	1.3	1.4	1.5	1.6

## Male combined lifting tables

2567 combined lifting table for snatch, clean and jerk scores based on the U18 qualifying standards for the British Championships 2002

CLASS POINTS	56 KG	62 KG	69 KG	77 KG	85 KG	94 KG	94+ KG	105 KG	105+ KG
60	122	145	150	165	179	195	241.5	224.5	240
59	120	142.5	147.5	162.5	176	191.75	238	220.75	236
58	118	140.5	145	159.5	173	188.5	234.5	217	232
57	116	138.25	142.5	156.75	170	185.25	231	213.25	228
56	114	136	140	154	167	182	196	209.5	224
55	112	133.75	137.5	151.25	164	178.25	192.5	205.75	220
54	110	131.5	135	148.5	161	175.5	189	202	216
53	108	129.5	132.5	145.75	158	172.25	185.5	198.25	212
52	106	127	130	143	155	169	182	194.5	208
51	104	124.75	127.5	140.25	152	165.75	178.5	190.75	204
50	100	122.5	125	137.5	149	162.5	175	187	200
49	98	120.25	122.5	134.5	146	159.25	171.5	183.25	196
48	96	118	120	132	143	156	168	179.5	192
47	94	115.75	117.5	129.5	140	152.75	164.5	175.75	188
46	92	113.5	115	126.5	137	149.5	161	172	184
45	90	111.25	112.5	123.75	134	146.25	157.5	168.25	180
44	88	109	110	121	131	143	154	164.5	176
43	86	106.75	107.5	118.25	128	139.75	150.5	160.75	172
42	84	104.5	105	115.5	125	136.5	147	157	168
41	82	102.25	102.5	112.75	122	133.25	143.5	153.25	164
40	80	100	100	110	119	130	140	149.5	160
39	78	97.5	97.5	107.25	116	126.75	136.5	145.75	156
38	76	89.5	95	104.5	113	123.5	133	142	152
37	74	87.25	92.5	101.75	110	120.25	129.5	138.25	148
36	72	85	90	99	107	117	126	134.5	144
35	70	82.75	87.5	96.25	104	113.75	122.5	130.75	140
34	68	80.5	85	93.5	101	110.5	119	127	136
33	66	78.25	82.5	90.75	99	107.25	115.5	123.5	132
32	64	72	80	88	96	104	112	119.5	128
31	62	69.75	77.5	85.25	93	100.75	108.5	115.75	124

**Appendix A: Male combined lifting tables**

CLASS POINTS	56 KG	62 KG	69 KG	77 KG	85 KG	94 KG	94+ KG	105 KG	105+ KG
30	60	67.5	75	82.5	90	97.5	105	112	120
29	58	65.2	72.25	79.5	87	94.25	101.5	108.25	116
28	56	63	70	77	84	91	98	104.5	112
27	54	60.75	67.5	74.25	81	87.75	94.5	100.75	108
26	52	58.5	65	71.5	78	84.5	91	97	104
25	50	56.25	62.5	68.75	75	81.25	87.5	93.75	100
24	48	54	60	66	72	78	84	90	96
23	46	51.75	57.5	63.25	69	74.75	80.5	86.25	92
22	44	49.5	55	60.5	66	71.5	77	82.5	88
21	42	47.25	52.5	57.75	63	68.25	73.5	78.75	84
20	40	45	50	55	60	65	70	75	80
19	38	42.75	47	52.25	57	61.75	66.5	71.25	76
18	36	40.5	45	49.5	54	58.5	63	67.5	72
17	34	38.5	42.5	46.75	51	55.25	59.5	63.75	68
16	32	36	40	44	48	52	56	60	64
15	30	33.75	37.5	41.25	45	48.75	52.5	56.25	60
14	28	31.5	35	38.5	42	45.5	49	52.5	56
13	26	29.25	32.5	35.75	39	42.25	45.5	48.75	52
12	24	27	30	33	36	39	42	45	48
11	22	24.75	27.5	30.25	33	35.75	38.5	41.25	44
10	20	22.5	25	27.5	30	32.5	35	37.5	40
9	18	20.25	22.25	24.75	27	29.25	31.5	33.75	36
8	16	18	20	22	24	26	28	30	32
7	14	15.75	17.5	19.25	21	22.75	24.5	26.25	28
6	12	13.5	15	16.5	18	19.5	21	22.5	24
5	10	11.25	12.5	13.75	15	16.25	17.5	18.75	20
4	8	9	10	11	12	13	14	15	16
3	6	6.75	7.5	8.25	9	9.75	10.5	11.25	12
2	4	4.5	5	5.5	6	6.5	7	7.5	8
1	2	2.25	2.5	2.75	3	3.25	3.5	3.75	4



## PERFORMANCE ASSESSMENT TABLES: TRIATHLON

BASED ON: Swim 400 metres, Cycle 20 kilometres, Run 5 kilometres.

POINTS	MALE CANDIDATES (hours and minutes)	FEMALE CANDIDATES (hours and minutes)
60	1.00	1.15
59	1.02	1.17
58	1.04	1.19
57	1.06	1.21
56	1.08	1.23
55	1.10	1.25
54	1.12	1.27
53	1.14	1.29
52	1.16	1.31
51	1.18	1.33
50	1.20	1.35
49	1.21	1.36
48	1.22	1.37
47	1.23	1.38
46	1.24	1.39
45	1.25	1.40
44	1.26	1.41
43	1.27	1.42
42	1.28	1.43
41	1.29	1.44
40	1.30	1.45
39	1.31	1.46
38	1.32	1.47
37	1.33	1.48
36	1.34	1.49
35	1.35	1.50
34	1.36	1.51
33	1.37	1.52
32	1.38	1.53
31	1.39	1.54
30	1.40	1.55

<b>POINTS</b>	<b>MALE CANDIDATES (hours and minutes)</b>	<b>FEMALE CANDIDATES (hours and minutes)</b>
29	1.41	1.57
28	1.42	1.59
27	1.43	2.01
26	1.44	2.03
25	1.45	2.05
24	1.46	2.07
23	1.47	2.09
22	1.48	2.11
21	1.49	2.13
20	1.50	2.15
19	1.52	2.17
18	1.54	2.19
17	1.56	2.21
16	1.58	2.23
15	2.00	2.25
14	2.02	2.26
13	2.04	2.27
12	2.06	2.28
11	2.08	2.29
10	2.10	2.30
9	2.12	2.31
8	2.14	2.32
7	2.16	2.33
6	2.18	2.34
5	2.20	2.35
4	2.22	2.36
3	2.24	2.37
2	2.26	2.38
1	2.28	2.39

## PERFORMANCE ASSESSMENT TABLES: SWIMMING (50 metres) – FEMALE CANDIDATES

POINTS	FRONT CRAWL (secs)	BREAST STROKE (secs)	BACK STROKE (secs)	BUTTERFLY (secs)
60	31.0	42.0	38.0	34.0
59	31.2	42.2	38.2	34.2
58	31.4	42.4	38.4	34.4
57	31.6	42.6	38.6	34.6
56	31.8	42.8	38.8	34.8
55	32.0	43.0	39.0	35.0
54	32.2	43.2	39.2	35.2
53	32.4	43.4	39.4	35.4
52	32.6	43.6	39.6	35.6
51	32.8	43.8	39.8	35.8
50	33.0	44.0	40.0	36.0
49	33.5	44.5	40.5	36.5
48	34.0	45.0	41.0	37.0
47	34.5	45.5	41.5	37.5
46	35.0	46.0	42.0	38.0
45	35.5	46.5	42.5	38.5
44	36.0	47.0	43.0	39.0
43	36.5	47.5	43.5	39.5
42	37.0	48.0	44.0	40.0
41	37.5	48.5	44.5	40.5
40	38.0	49.0	45.0	41.0
39	38.5	49.5	45.5	41.5
38	39.0	50.0	46.0	42.0
37	39.5	50.5	46.5	42.5
36	40.0	51.0	47.0	43.0
35	40.5	51.5	47.5	43.5
34	41.0	52.0	48.0	44.0
33	41.5	52.5	48.5	44.5
32	42.0	53.0	49.0	45.0
31	42.5	53.5	49.5	45.5
30	43.0	54.0	50.0	46.0
29	43.5	54.5	50.5	46.5

<b>POINTS</b>	<b>FRONT CRAWL (secs)</b>	<b>BREAST STROKE (secs)</b>	<b>BACK STROKE (secs)</b>	<b>BUTTERFLY (secs)</b>
28	44.0	55.0	51.0	47.0
27	44.5	55.5	51.5	47.5
26	45.0	56.0	52.0	48.0
25	45.5	56.5	52.5	48.5
24	46.0	57.0	53.0	49.0
23	46.5	57.5	53.5	49.5
22	47.0	58.0	54.0	50.0
21	47.5	58.5	54.5	50.5
20	48.0	59.0	55.0	51.0
19	48.5	59.5	55.5	51.5
18	49.0	60.0	56.0	52.0
17	49.5	60.5	56.5	52.5
16	50.0	61.0	57.0	53.0
15	50.5	61.5	57.5	53.5
14	51.0	62.0	58.0	54.0
13	51.5	62.5	58.5	54.5
12	52.0	63.0	59.0	55.0
11	52.5	63.5	59.5	55.5
10	53.0	64.0	60.0	56.0
9	53.5	64.5	60.5	56.5
8	54.0	65.0	61.0	57.0
7	54.5	65.5	61.5	57.5
6	55.0	66.0	62.0	58.0
5	55.5	66.5	62.5	58.5
4	56.0	67.0	63.0	59.0
3	56.5	67.5	63.5	59.5
2	57.0	68.0	64.0	60.0
1	58.0	69.0	65.0	61.0

## PERFORMANCE ASSESSMENT TABLES: SWIMMING (50 metres) – MALE CANDIDATES

POINTS	FRONT CRAWL (secs)	BREAST STROKE (secs)	BACK STROKE (secs)	BUTTERFLY (secs)
60	27.0	36.0	34.0	30.0
59	27.2	36.2	34.2	30.2
58	27.4	36.4	34.4	30.4
57	27.6	36.6	34.6	30.6
56	27.8	36.8	34.8	30.8
55	28.0	37.0	35.0	31.0
54	28.2	37.2	35.2	31.2
53	28.4	37.4	35.4	31.4
52	28.6	37.6	35.6	31.6
51	28.8	37.8	35.8	31.8
50	29.0	38.0	36.0	32.0
49	29.5	38.5	36.5	32.5
48	30.0	39.0	37.0	33.0
47	30.5	39.5	37.5	33.5
46	31.0	40.0	38.0	34.0
45	31.5	40.5	38.5	34.5
44	32.0	41.0	39.0	35.0
43	32.5	41.5	39.5	35.5
42	33.0	42.0	40.0	36.0
41	33.5	42.5	40.5	36.5
40	34.0	43.0	41.0	37.0
39	34.5	43.5	41.5	37.5
38	35.0	44.0	42.0	38.0
37	35.5	44.5	42.5	38.5
36	36.0	45.0	43.0	39.0
35	36.5	45.5	43.5	39.5
34	37.0	46.0	44.0	40.0
33	37.5	46.5	44.5	40.5
32	38.0	47.0	45.0	41.0
31	38.5	47.5	45.5	41.5
30	39.0	48.0	46.0	42.0
29	39.5	48.5	46.5	42.5
28	40.0	49.0	47.0	43.0
27	40.5	49.5	47.5	43.5

**Appendix A: PERFORMANCE ASSESSMENT TABLES: SWIMMING (50 metres) – MALE CANDIDATES**

<b>POINTS</b>	<b>FRONT CRAWL (secs)</b>	<b>BREAST STROKE (secs)</b>	<b>BACK STROKE (secs)</b>	<b>BUTTERFLY (secs)</b>
26	41.0	50.0	48.0	44.0
25	41.5	50.5	48.5	44.5
24	42.0	51.0	49.0	45.0
23	42.5	51.5	49.5	45.5
22	43.0	52.0	50.0	46.0
21	43.5	52.5	50.5	46.5
20	44.0	53.0	51.0	47.0
19	44.5	53.5	51.5	47.5
18	45.0	54.0	52.0	48.0
17	45.5	54.5	52.5	48.5
16	46.0	55.0	53.0	49.0
15	46.5	55.5	53.5	49.5
14	47.0	56.0	54.0	50.0
13	47.5	56.5	54.5	50.5
12	48.0	57.0	55.0	51.0
11	48.5	57.5	55.5	51.5
10	49.0	58.0	56.0	52.0
9	49.5	58.5	56.5	52.5
8	50.0	59.0	57.0	53.0
7	50.5	59.5	57.5	53.5
6	51.0	60.0	58.0	54.0
5	51.5	60.5	58.5	54.5
4	52.0	61.0	59.0	55.0
3	52.5	61.5	59.5	55.5
2	53.0	62.0	60.0	56.0
1	54.0	63.0	61.0	57.0

## PERFORMANCE ASSESSMENT TABLES – TRACK CYCLING – FEMALE CANDIDATES

POINTS	200 metre Sprint (seconds)	500 metre Sprint (seconds)	2000 metre Pursuit) (minutes/seconds)
60	13.70	41.50	2.45.50
59	13.75	41.60	2.46.00
58	13.80	41.70	2.46.50
57	13.85	41.80	2.47.00
56	13.90	41.90	2.47.50
55	13.95	42.00	2.48.00
54	14.00	42.10	2.48.50
53	14.05	42.20	2.49.00
52	14.10	42.30	2.49.50
51	14.15	42.40	2.50.00
50	14.20	42.50	2.50.50
49	14.25	42.60	2.51.00
48	14.30	42.70	2.51.50
47	14.35	42.80	2.52.00
46	14.40	42.90	2.52.50
45	14.45	43.00	2.53.00
44	14.50	43.10	2.53.50
43	14.55	43.20	2.54.00
42	14.60	43.30	2.54.50
41	14.65	43.40	2.55.00
40	14.70	43.50	2.55.50
39	14.75	43.60	2.56.00
38	14.80	43.70	2.56.50
37	14.85	43.80	2.57.00
36	14.90	43.90	2.57.50
35	14.95	44.00	2.58.00
34	15.00	44.10	2.58.50
33	15.05	44.20	2.59.00
32	15.10	44.30	2.59.50
31	15.15	44.40	3.00.00
30	15.20	44.50	3.00.50
29	15.25	44.60	3.01.00

<b>POINTS</b>	<b>200 metre Sprint (seconds)</b>	<b>500 metre Sprint (seconds)</b>	<b>2000 metre Pursuit) (minutes/seconds)</b>
28	15.30	44.70	3.01.50
27	15.35	44.80	3.02.00
26	15.40	44.90	3.02.50
25	15.45	45.00	3.03.00
24	15.50	45.10	3.03.50
23	15.55	45.20	3.04.00
22	15.60	45.30	3.04.50
21	15.65	45.40	3.05.00
20	15.70	45.60	3.05.50
19	15.75	45.70	3.06.00
18	15.80	45.80	3.06.50
17	15.85	45.90	3.07.00
16	15.90	46.00	3.07.50
15	15.95	46.10	3.08.00
14	16.00	46.20	3.08.50
13	16.05	46.30	3.09.00
12	16.10	46.40	3.09.50
11	16.15	46.50	3.10.00
10	16.20	46.60	3.10.50
9	16.25	46.70	3.11.00
8	16.30	46.80	3.11.50
7	16.35	46.90	3.12.00
6	16.40	47.00	3.12.50
5	16.45	47.10	3.13.00
4	16.50	47.20	3.13.50
3	16.55	47.30	3.14.00
2	16.60	47.40	3.14.50
1	16.65	47.50	3.15.00



## PERFORMANCE ASSESSMENT TABLES – TRACK CYCLING – MALE CANDIDATES

POINTS	200 metre Sprint (seconds)	3 kilometre Pursuit (minutes/seconds)	1 kilometre Time Trial (minutes/seconds)
60	12.00	3.45.00	1.10.00
59	12.02	3.45.50	1.10.10
58	12.04	3.46.00	1.10.20
57	12.06	3.46.50	1.10.30
56	12.08	3.47.00	1.10.40
55	12.10	3.47.50	1.10.50
54	12.12	3.48.00	1.10.60
53	12.14	3.48.50	1.10.70
52	12.16	3.49.00	1.10.80
51	12.18	3.49.50	1.10.90
50	12.20	3.50.00	1.11.00
49	12.22	3.50.50	1.11.10
48	12.24	3.51.00	1.11.20
47	12.26	3.51.50	1.11.30
46	12.28	3.52.00	1.11.40
45	12.30	3.52.50	1.11.50
44	12.32	3.53.00	1.11.60
43	12.34	3.53.50	1.11.70
42	12.36	3.54.00	1.11.80
41	12.38	3.54.50	1.11.90
40	12.40	3.55.00	1.12.00
39	12.42	3.55.50	1.12.10
38	12.44	3.56.00	1.12.20
37	12.46	3.56.50	1.12.30
36	12.48	3.57.00	1.12.40
35	12.50	3.57.50	1.12.50
34	12.52	3.58.00	1.12.60
33	12.54	3.58.50	1.12.70
32	12.56	3.59.00	1.12.80
31	12.58	3.59.50	1.12.90
30	12.60	4.00.00	1.13.00
29	12.62	4.00.50	1.13.10

<b>POINTS</b>	<b>200 metre Sprint (seconds)</b>	<b>3 kilometre Pursuit (minutes/seconds)</b>	<b>1 kilometre Time Trial (minutes/seconds)</b>
28	12.64	4.01.00	1.13.20
27	12.66	4.01.50	1.13.30
26	12.68	4.02.00	1.13.40
25	12.70	4.02.50	1.13.50
24	12.72	4.03.00	1.13.60
23	12.74	4.03.50	1.13.70
22	12.76	4.04.00	1.13.80
21	12.78	4.04.50	1.13.90
20	12.80	4.05.00	1.14.00
19	13.00	4.05.50	1.14.10
18	13.02	4.06.00	1.14.20
17	13.04	4.06.50	1.14.30
16	13.06	4.07.00	1.14.40
15	13.08	4.07.50	1.14.50
14	13.10	4.08.00	1.14.60
13	13.12	4.08.50	1.14.70
12	13.14	4.09.00	1.14.80
11	13.16	4.09.50	1.14.90
10	13.18	4.10.00	1.15.00
9	13.20	4.10.50	1.15.10
8	13.22	4.11.00	1.15.20
7	13.24	4.11.50	1.15.30
6	13.26	4.12.00	1.15.40
5	13.28	4.12.50	1.15.50
4	13.30	4.13.00	1.15.60
3	13.32	4.13.50	1.15.70
2	13.34	4.14.00	1.15.80
1	13.36	4.14.50	1.15.90

## Appendix B: A2 Level PE (9396/04) 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)
- Evaluation and Appreciation 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	A2 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>	Olympic Weight Lifting	OWL	<b>S</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>G</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>G</b>
	Individual Ice (Figure) Skating	FS	<b>G</b>
	Rhythmic Gymnastics	RG	<b>G</b>
	Trampolining	Tr	<b>S</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>S</b>
	Personal Survival	PS	<b>S</b>

## A2 Physical Education (9396/04) Generic Practical Activity Rank Order Assessment Form

<b>Centre Number</b>		<b>Centre Name</b>	
<b>Name of Activity</b>			

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.

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

<b>Name of Assessor</b>		<b>Signature</b>		<b>Date</b>	
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## A2 Physical Education (9396/04) Cross Country 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 18 of this document for guidance on the awarding of marks. Run times should be provided for information only.

DVD ID	Candid. No.	Candidate Name	Sex (M/F)	Dist.	Time	Mark (30)	CIE Use

Cross Country course information (e.g. slopes, ground conditions, number of/length of loops/circuits) must be provided for external moderation.

<b>Name of Assessor</b>		<b>Signature</b>		<b>Date</b>	
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## A2 Physical Education (9396/04) Track Cycling 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.

DVD ID	Candid. No.	Candidate Name	Sex (M/F)	Event	Result	PA Mark (60)	CA Mark (30)	Total (90)	Final Mark (30)	CIE Use

Use tables in Appendix A to calculate mark. DVD for Critical assessment must be provided.

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>	
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## A2 Physical Education (9396/04) 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 20 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Split	Time	Total Time	PA Mark (60)	CA Mark (30)	Total (90)	Final Mark (30)	CIE Use
				Swim 400							
				Bike 20 km							
				Run 5 km							
				Swim 400							
				Bike 20 km							
				Run 5 km							
				Swim 400							
				Bike 20 km							
				Run 5 km							
				Swim 400							
				Bike 20 km							
				Run 5 km							
				Swim 400							
				Bike 20 km							
				Run 5 km							

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>
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# A2 Physical Education (9396/04) Olympic Weight Lifting 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 25 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Body Weight	Type	kg	Total	PA Mark (60)	CA Mark (30)	Total (90)	Final Mark (30)	CIE Use
					Snatch							
					C&J							
					Snatch							
					C&J							
					Snatch							
					C&J							
					Snatch							
					C&J							
					Snatch							
					C&J							
					Snatch							
					C&J							
					Snatch							
					C&J							
					Snatch							
					C&J							

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>
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# A2 Physical Education (9396/04) Trampolining 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 56 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Routine	Mark (30)	Total (60)	Final Mark (30)	CIE Use
				Comp				
				Vol				
				Comp				
				Vol				
				Comp				
				Vol				
				Comp				
				Vol				
				Comp				
				Vol				
				Comp				
				Vol				
				Comp				
				Vol				

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>	
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## A2 Physical Education (9396/04) Life Saving 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 103 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Skill	Time	Final Mark (30)	CIE Use
				d)			
				e)			
				d)			
				e)			
				d)			
				e)			
				d)			
				e)			
				d)			
				e)			
				d)			
				e)			
				d)			
				e)			

<b>Name of Assessor</b>		<b>Signature</b>		<b>Date</b>	
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## A2 Physical Education (9396/04) Personal Survival 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 107 of this document for guidance on the awarding of marks.

DVD ID	Candidate No.	Candidate Name	Sex (M/F)	Skill	Time	Final Mark (30)	CIE Use
				2. 100m			
				5. 500m			
				2. 100m			
				5. 500m			
				2. 100m			
				5. 500m			
				2. 100m			
				5. 500m			
				2. 100m			
				5. 500m			
				2. 100m			
				5. 500m			
				2. 100m			
				5. 500m			

<b>Name of Assessor</b>	<b>Signature</b>	<b>Date</b>	
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## A2 Physical Education (9396/04) 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>	
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## Activity Codes for activities

Activity Category	Activity	Activity Codes
<b>Athletic Activities</b>	Cross Country Running	Cc
	Track and Field Athletics	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 Codes
<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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