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## WJEC GCSE in PHYSICAL EDUCATION For Examination from 2009

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## PHYSICAL EDUCATION

### SUMMARY OF ASSESSMENT

<b>Written Paper 1 20 % (1½ hours)</b>
<b>Section A 12%</b>
A series of compulsory questions based on video extracts to test candidates' knowledge and understanding of Section 5.1 of the specification content.
<b>Section B 8%</b>
A series of compulsory questions to test candidates' knowledge and understanding of Section 5.2 of the specification content.
<b>Written Paper 2 20% (1½ hours)</b>
A series of compulsory questions to test candidates knowledge and understanding of Sections 5.3, 5.4 and 5.5 of the specification content.
<b>Practical Activities (60%)</b>
Candidates must offer <b>four</b> practical activities for assessment.

<b>SUBJECT CODE</b>	<b>197 01</b>
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**Qualification Accreditation Number: 100/0921/8**

# PHYSICAL EDUCATION

## **1** INTRODUCTION

### Criteria for GCSE

This specification meets the General Criteria for GCSE and the Subject Criteria for GCSE Physical Education issued by ACCAC/QCA (March 2000). Assessment for this qualification is carried out according to codes of practice published by the regulatory authorities. The qualification will comply with the grading, awarding and certification requirements of the revised GCSE Code of Practice for courses starting in September 2001.

The qualification may be undertaken either through the medium of English or of Welsh.

The specification grades results on an eight-point scale from A\* to G, where A\* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

GCSE qualifications are expected to show broad equivalence to General National Vocational Qualifications in the following terms:

two GCSEs at grades D to G and two GCSEs at grades A\* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively;  
four GCSEs at grades D to G and four GCSEs at grades A\* to C are equivalent to one six-unit GNVQ at foundation level and intermediate level respectively.

### Rationale

This specification reflects the philosophy underpinning the National Curriculum orders in Physical Education and allows candidates to build on the experience gained in the previous key stages particularly in relation to the areas of experience in physical education (Sport, Dance, Adventurous Activities and Exercise Activities) and Health Related Exercise.

It is designed to:

- encourage the purposeful and enjoyable practice and study of physical education;
- allow candidates the opportunity to participate in a broad and balanced course in physical education;
- allow candidates to select practical activities that take account of previous achievement, personal interest, and individual levels of motivation;
- enable candidates to acquire self esteem, respect for themselves and others and develop a commitment to an active lifestyle;
- enable the teaching of the theory elements of the course to arise from and during the practical activities.

### **Prior Learning**

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for Physical Education in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

### **Progression**

Candidates who have followed this specification will have the necessary knowledge, understanding and skills needed to progress to the more demanding AS Physical Education.

### **Overlap and Restrictions on Entry**

This specification overlaps with WJEC GCSE Physical Education (Short Course). It may not be taken at the same sitting as GCSE Physical Education (Short Course).

The classification code for this specification is: 7210

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

### **Candidates with Particular Requirements**

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies of this document are available from WJEC.

## **2**

### **AIMS**

In this specification candidates will be given the opportunity to:

- develop and apply their knowledge, skills and understanding of physical education through selected practical activities;
- develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship;
- understand the role of rules and conventions in selected activities;
- promote their understanding of the health benefits and risks associated with taking part in physical activity;
- develop the skills necessary to analyse and improve performance;
- support their personal and social development through adopting different rôles in selected activities when working with others.

## **The spiritual, moral, ethical, social and cultural dimension**

Candidates understanding of spiritual, moral, ethical, social and cultural issues will be enhanced as a result of the study of this specification's subject content. These opportunities will exist primarily in section 5.2 of the subject content where candidates will focus on factors affecting participation, provision and performance in sporting activity in contemporary society.

The following areas will provide rich opportunities to consider, discuss and debate the spiritual, moral, ethical, social and cultural dimension in physical education:

- gender, race and social issues in sport;
- media coverage of sporting activity;
- government funding for sport;
- role of private and public sectors in sport;
- pressure on performers to take drugs in sport;
- positive and negative role models in sport.

## **Citizenship**

In this specification candidates will have the opportunity to develop knowledge and understanding of citizenship issues including the development of social and moral responsibility and participation in community activity. In their practical activities candidates will be expected to learn and understand the role of rules and conventions, in section 5.2 of the specification content there will be opportunities to consider gender, race and social issues, drugs in sport, and school and community links.

## **Health and safety considerations**

Health and safety considerations are of paramount importance when preparing for and carrying out practical activities. Candidates must be made fully aware of the demands of physical activity and its effects on the body. In addition they must adhere strictly to the general and specific rules, regulations and conventions that relate to the practical activities chosen.

## **Environmental issues**

Candidates carrying out adventurous activities which involve journeys on water and land must respect the environment and conduct their activities with strict adherence to the ethos and rules set out in the Country Code.

## **European Developments**

This specification does not attempt to address physical education from a purely European perspective but it recognises that sport has a global dimension. In section 5.2 Sport in Contemporary Society candidates will consider factors that affect participation, provision and performance in sporting activity in contemporary society. These factors may emanate in the domestic or international environment of which Europe is a part.

## Opportunities for use of ICT

Candidates will have opportunities to use ICT in a variety of contexts in this specification. Below are signposted how such opportunities can arise.

- Use of multimedia devices to create sounds and music and provide lighting and other effects to enhance dance routines.
- Use of databases of movement, ideas and techniques to analyse and evaluate performance in dance, gymnastic and athletic activities.
- Use of digital cameras to analyse actions and techniques in dance, gymnastics and athletic activities.
- Use of video analysis to develop understanding of patterns of play and the contribution of individuals in games activities.
- Use of electronic and digital recording, measuring and timing devices to measure the effectiveness of performance in swimming, athletic and adventurous activities.
- Use of spreadsheets to collect, analyse and interpret data in swimming and athletic activities.

## 3

## ASSESSMENT OBJECTIVES

This specification requires that candidates demonstrate the following assessment objectives in both the content and the context of the activities selected.

Candidates will be required to:

AO1 Perform effectively under applied conditions in their selected activities:

- using tactics or compositional techniques;
- observing the rules and conventions of their activities.

AO2 Analyse Performance:

- to determine its strength and weaknesses;
- to improve its quality and effectiveness.

AO3 Show knowledge and understanding of:

- the factors affecting participation and performance in physical activity;
- the relationships between health, fitness and practical activity;
- risk assessment in physical activity.

Candidates will be assessed by two examination papers (40% of the final mark) and through practical activities (60% of the final mark).

Assessment Component	Assessment Objectives			Total Weighting
	AO1	AO2	AO3	
<b>Paper 1</b>		5%	15%	20%
<b>Paper 2</b>		5%	15%	20%
<b>Practical Activities</b>	40%	10%	10%	60%
<b>Total Weighting</b>	40%	20%	40%	100%

Candidates will be assessed on the quality of their written communication across all the assessment objectives. 5% of the marks available in each written component will be allowed for the assessment of this skill.

## 4

### SCHEME OF ASSESSMENT

#### **Paper 1 External Assessment 1 hour 30 minutes 20% of the total GCSE mark**

A series of compulsory questions based on video extracts to test candidates' knowledge and understanding of section 5.1 of the specification content and a series of compulsory questions to test section 5.2 of the specification content. The paper will be presented in the form of a question and answer booklet.

#### **Paper 2 External Assessment 1 hour 30 minutes 20% of the total GCSE mark**

A series of compulsory questions to test candidates' knowledge and understanding of sections 5.3, 5.4 and 5.5 of the specification content. There will be one question to test section 5.3 and two questions to test each of sections 5.4 and 5.5 i.e. five questions in total. The paper will be presented in the form of a question and answer booklet.

#### **Practical Activities - Internal Assessment 60% of the total GCSE mark**

##### **In Wales:**

Practical activities are organised under four Areas of Experience, each of which provides a different focus for the pursuit of a chosen activity, e.g

- **Sport** offers a **competitive** experience;
- **Dance** has an **artistic** and **aesthetic** focus;
- **Adventurous activities** offer an **outdoor learning** focus, in a non-competitive environment;
- **Exercise activities** provide a **non-competitive exercise** experience.

**In Wales:**

Candidates **must** offer **four** practical activities for assessment using the following criteria and chosen from the box on page 9.

- the four activities can be chosen from the Sport column with a maximum of **three** from any individual activity e.g. a maximum of three games or a maximum of three gymnastic activities;
- a maximum of **three** activities can be chosen from either the Dance or the Adventurous Activities column;
- **one** of the choices can be **either** an exercise activity e.g. circuit training **or** a combination of exercise activities e.g. weight training and aerobics.

Some practical activities may belong in more than one category, depending upon their preferred focus, e.g.

Rowing and cycling could be pursued competitively as **Sports** or non-competitively as **Exercise activities** to improve cardiovascular fitness (spinning/cycling and concept rowing); Canoeing can have a competitive focus (**Sport**) or an outdoor learning focus as an **adventurous activity**;

Running may be a competitive activity (**Sport/athletics**) or an individual **Exercise activity**, etc.

- When a practical activity qualifies to appear in more than one category it can be selected **once** only for assessment purposes.

The list shown below is not a definitive list. The Board **must** be contacted to check on the acceptability of other activities **before** they are commenced by candidates.

<b>SPORT (Competitive focus)</b>	<b>DANCE (Artistic and aesthetic focus)</b>	<b>ADVENTUROUS ACTIVITIES (Outdoor learning focus)</b>	<b>EXERCISE ACTIVITIES (Non-competitive forms of exercise)</b>
<b>Games activities, e.g.</b> Soccer Rugby Netball Basketball Hockey or Ice Hockey Lacrosse Badminton Table Tennis Tennis Squash Volleyball Cricket Baseball or Rounders Bowls Golf Water polo <b>Gymnastic activities, e.g.</b> Olympic (formal) Rhythmic Thematic Acrobatic Martial Arts Trampoline Diving <b>Swimming activities, e.g.</b> Swimming Life Saving <b>Athletic activities, e.g.</b> Athletics (track & field) Cross Country Running Rowing Weight lifting Cycling	<b>Folk, e.g.</b> Wales and rest of UK, European, etc. <b>Historical, e.g.</b> Minuet, pavanne, etc. <b>Theatrical, e.g.</b> Jazz, contemporary <b>Social, e.g.</b> Ballroom, square dance	Hill Walking Rock Climbing Sailing Canoeing or Kayaking Ski-ing or Snowboarding Water Ski-ing Wind Surfing Scuba Diving Life Saving Mountain Biking Horse Riding Surfing	Weight Training Circuit Training Step Aerobics Aerobics Machine Rowing (non-competitive) Cycling (non-competitive) Power Walking Jogging Running Rowing

Candidates can offer a maximum of two off-site activities for assessment. Off-site activities are those that do not take place at the school/college campus **and** where candidates are **not** supervised, coached and assessed by the centre's teacher.

#### **In England:**

Candidates must ensure that the selected activities are from a minimum of two of the activity areas listed in the National Curriculum Orders for England.

#### **In Northern Ireland:**

Candidates must ensure that the selected activities are from a minimum of three of the activity areas listed in the National Curriculum Orders for Northern Ireland.

# 5 SPECIFICATION CONTENT

## A. THE PRACTICAL ACTIVITIES

### 1. Sport

Candidates should be taught to:

- (a) compete appropriately in their chosen activity and understand and appreciate the role of rules, conventions and etiquette in competition;

*e.g. play a variety of conditioned, modified, small-sided and full regulation games using semi-opposed and opposed situations; help plan and take part in a track & field, single-event competition using standard rules and conventions; help plan and take part in a competitive swimming event, display or festival; use the range of rules in competitive situations, understanding their purpose, application, penalties and influence on the competition.*

- (b) select and apply appropriate techniques, skills or compositional principles;

*e.g. use of the high return in badminton or the lob in tennis in order to buy time when under pressure; select a range of bowling techniques in cricket such as leg-spin, off-spin, changing the speed and angle of delivery, in order to attack and pressurise the batter; determine an order of performance of a range of skills in order to achieve a desired effect in a gymnastics display.*

- (c) refine their techniques, strategies and tactics to show increasing precision, control and fluency where appropriate;

*e.g. refine the techniques associated with use of the hips and legs in throwing events, the last three strides in jumping events and appropriate breathing techniques for sprints; refine and adapt tactical understanding to cope with situations in invasion games requiring play into the wind, sunshine or rain; substitution for injury; sudden change of opposition tactics, etc; vary the dynamics, levels and direction in a gymnastics performance to improve the overall quality and control of movement.*

- (d) analyse and evaluate their own performance and that of others in order to improve the factors that affect the quality and effectiveness of performance;

*e.g. analyse and evaluate a gymnastics routine in the aspects of skills, composition development and fitness. Set targets for the improvement of each aspect and monitor these over a specified period; analyse and evaluate how and why an attack failed and plan alternatives to team play in order to overcome the problems caused by the defence; analyse and evaluate an athletic performance and devise a programme to help condition the performer appropriately, improve power and strength or stamina, or better technique.*

- (e) respond effectively to changing situations in competition;
- e.g. plan and execute tactical changes to positioning and timing in a race according to changes in pace or leadership;  
make changes in role or formation play in response to substitutions made by the opposition, the state of play and the need to prioritise scoring or prevent scoring;  
produce a lower trajectory on a shot or draw or fade on a golf shot to cope with wind conditions as appropriate.*
- (f) assess and appreciate the risks involved in their chosen activities;
- e.g. assess and appreciate the risk potential in gymnastics including factors such as:  
the environment (the floor, lighting, walls, doors, heaters);  
the equipment (wear and tear; appropriate handling; its positioning and its use);  
clothing and personal effects (removal of jewellery; long hair to be tied back, appropriate clothing and footwear; use of handguards and soft chalk);  
progressive and appropriate training;  
the use of trained supporters or spotters, etc.*
- Candidates should undertake a comprehensive risk assessment in each chosen activity.*
- (g) develop their personal and social skills through adopting different roles in their chosen activities.
- e.g. develop skills of communication and working with others by leading a warm up activity;  
officiating in a competition;  
serving as timekeeper in an athletics meeting;  
coaching others to improve the quality or efficiency of their work;  
recording competition results and arranging next round matches in a class or school competition, etc.*

## 2. Dance

Candidates should be taught to:

- (a) select and apply appropriate choreographic and organisational concepts and principles in their chosen dances;
- e.g. acquire and develop choreographic principles (repetition, variation, contrast, climax, balance and development);  
use appropriate knowledge to develop a range of stimuli.*

- (b) refine their techniques to show accuracy and expression and communicate the artistic intention;

*e.g. refine, select and develop motifs by varying the actions, dynamic and spatial qualities to perform and communicate in solo, duo, and small group work;  
refine techniques and patterns associated with their chosen style of dance;  
perform material with accuracy and clarity of focus to communicate intentions;  
to perform work with a sense of "performance".*

- (c) analyse and evaluate their own performance and that of others in order to improve the factors that affect the quality and effectiveness of performance;

*e.g. discussion and/or written analysis of material through video and live performance by focusing on: theme; interpretation of theme; action and dynamic content, form and relationships;  
evaluate performance and take action to improve quality of work through performance and choreographic skills.*

- (d) assess and appreciate the risks involved in their chosen activities;

*e.g. safe exercise regimes in which candidates are involved in devising, evaluating and assessing personal fitness programmes in preparation for successful involvement in dance;  
risk associated with lifting, use of equipment (for stimuli), floor surfaces, staging and lighting;  
appropriate clothing and footwear for their style of dance.*

*Candidates should undertake a comprehensive risk assessment in each chosen activity.*

- (e) develop their personal and social skills through adopting different roles in their chosen activities.

*e.g. develop organisational and communication skills by adopting a variety of roles, as performer and choreographer;  
show sensitivity towards and appreciate the work and effort of others (within their own group and professional performers).*

### **3. Adventurous Activities**

Candidates should be taught to:

- (a) meet challenges in outdoor activities and/or journeys;

*e.g. plan and prepare for, a variety of physical, mental and environmental challenges;  
plan for, and execute, a 10k hill walk in familiar and/or unfamiliar territory;  
plan for, and complete, an overnight camp in unfamiliar territory;  
plan for, and complete, a river descent by canoe.*

- (b) refine their techniques and adapt their skills in their chosen activities;
- e.g. *in canoeing the canoeist having to modify paddling techniques for river and sea conditions;*  
*in rock climbing adapting ascent techniques after indoor/outdoor practice;*  
*in downhill/cross-country skiing where techniques are refined in order to cope with different snow/ice conditions.*
- (c) solve problems and overcome challenges in unfamiliar circumstances and/or environments;
- e.g. *use contingency plans when coping with adverse weather conditions during hill walking or climbing;*  
*devising and implementing a strategy for making a safe river crossing when on foot;*  
*plan for an overnight camp taking the potential for adverse weather conditions into account,*  
*plan for and complete an orienteering course in unfamiliar territory such as hills or forest.*
- (d) analyse and evaluate their own performance and that of others in order to improve the factors that affect the quality and effectiveness of performance;
- e.g. *analyse and evaluate the choice of route taken during a hill walk;*  
*discussion and/or written analysis of individual/group performance during overnight camp; choice of site, roles undertaken and the preparations made prior to journey;*  
*analyse and evaluate a river descent by canoe using video analysis/partner and group discussion.*
- (e) respond effectively to changing conditions and environments;
- e.g. *plan and execute overtaking and or avoidance tactics when sailing;*  
*make changes in planned route when hill walking due to injury to a group member or changing weather conditions;*  
*plan and execute gear changes in response to changing terrain and/or surface conditions when involved in an ascent/descent by mountain bike.*
- (f) assess and appreciate the risks involved in their chosen activities;
- e.g. *assess and appreciate the risk potential in rock climbing including footwear, fitness requirements of the activity, appropriate clothing and personal affects, progressive and appropriate training;*  
*applying the mountain code and safely adjusting speed to suit the prevailing conditions when skiing;*  
*planning for, and coping with, variable river conditions when canoeing;*  
*safely linking the fitness and ability of the canoeist to the prevailing conditions.*

*Candidates should undertake a comprehensive risk assessment in each chosen activity.*

- (g) develop their personal and social skills through adopting different roles in their chosen activities.

*e.g. develop skills of communication and working with others by leading a hill walk;  
serving as a timekeeper during an orienteering event;  
coaching others to improve the quality of performance when windsurfing;  
assisting with the organisation of a canoeing event.*

#### **4. Exercise Activities**

Candidates should be taught to:

- (a) set targets in their chosen activities;

*e.g. increase muscular strength by participating in regular weight training;  
improved aerobic capacity as a result of involvement in a range of aerobic activities or specific activities such as middle distance running;  
enhanced flexibility levels due to regular participation in a co-ordinated stretching/mobility programme.*

- (b) monitor and evaluate their progress against goals, e.g. general toning, improved flexibility, weight management, cardiovascular fitness;

*e.g. identify specific improvement and/or performance targets within their chosen exercise activity/activities;  
identify methods of achieving improvement and/or performance targets within their chosen activity/activities.  
record levels of performance at different stages of participation in their chosen activity/activities and modify training programme if necessary.*

- (c) refine their techniques in order to improve the factors that affect the efficiency and effectiveness of their performance;

*e.g. improve performance/techniques when participating in a circuit training session e.g. correctly performing abdominal curls;  
modification of running programme and/or techniques to cater for differences in surface/terrain;  
participating in weight training with improved techniques - e.g. correctly lifting weights when performing a bench press.*

(d) assess and appreciate the risks involved in their chosen activities;

*e.g. assess and appreciate the risk potential in weight training including factors such as warming up and warming down correctly, checking safety of equipment used, wearing of appropriate clothing and footwear, correct performance of the exercise, progressive and appropriate training;  
applying appropriate safety codes/regulations as used in the training facility;  
safely linking the fitness and ability of the performer to the prevailing weather conditions when involved in outdoor aerobic training.*

*Candidates should undertake a comprehensive risk assessment in each chosen activity.*

(e) develop their personal and social skills through adopting different roles in their chosen activities.

*e.g. develop skills of communication and working with others by leading a warm up/warm down when participating in a group aerobics session;  
serving as a timekeeper when working on a circuit training session/programme;  
working with a partner when developing, or assessing the success of, a weight training programme;  
co-ordinating the activities of a group when participating in an exercise to music routine;  
coaching others to improve the quality of performance when participating in a planned running programme.*

## B. THEORETICAL COMPONENTS OF STUDY

**In Sections 5.1 to 5.5 candidates must demonstrate their ability to fulfil the assessment objectives in both the content and context of their chosen activities. Candidates must be able to make links and connections that exist between the various sections of the specification content.**

### 5.1 PHYSICAL FITNESS

Candidates will be expected to show knowledge and understanding of physical fitness, principles of training and methods of training.

(a) What is a Physical Fitness?

- physical fitness - definition  
health related/skill related
- components of fitness
- evaluation of fitness

(b) Principles of Training

- specificity
- progression
- overload (intensity, frequency, duration)
- reversibility
- tedium

(c) Methods of Training

Candidates should be familiar with continuous, interval and mobility training methods. These should include:

- Faartlek
- the development of various types of circuit training
- the basic principles involved in weight training, including different types of strength.

(d) Candidates should:

- be able to apply the above methods of training to a sport or activity of their choice (different methods adapted to suit different physical activities);
- have knowledge of the correct stages/procedures of a training session: warm up, cool down, main activity;
- have knowledge of how to peak for a sport/physical activity-periodisation;
- have knowledge of the correct skills/techniques and safety procedures needed to carry out the activities with confidence and with minimum risk of injury.

## **5.2 FACTORS AFFECTING PARTICIPATION, PROVISION AND PERFORMANCE**

Candidates will be expected to show knowledge and understanding of the factors affecting participation, provision and performance in sporting activity in contemporary society.

Candidates will focus on:

- Popularity and participation levels.
- Gender, race and social issues.
- Influence of school physical education programme.
- Risks associated with sedentary lifestyle.
- Risks associated with excessive forms and amounts of exercise.
- Financial constraints.
- Media coverage.
- Government policies/funding/target groups.
- School and community links.
- Provision of community resources/facilities.
- Role of private and public sectors.
- Pressure on performers to take drugs and the effects of drugs on performance.
- Positive and negative role models.

## **5.3 ASSESSMENT AND EVALUATION OF PHYSICAL FITNESS**

### **The measurement of the effects of training**

Candidates should be able to:

- explain why physical fitness testing is necessary;
- offer a definition of the components of physical fitness: (health related and skill related);
- link physical fitness, fitness components with sports and physical activities and illustrate the importance of each component;
- explain how tests are administered, data interpreted and why it is important to ensure validity of testing;
- interpretation should be from a variety of presentations i.e. charts, graphs, questionnaire, pie charts and percentile rankings.

### **Endurance Related Components of Physical Fitness**

Candidates will be expected to show knowledge and understanding of appropriate methods of measuring fitness in terms of:

- cardiorespiratory/cardiovascular endurance/capacity - aerobic power/capacity;
- VO<sub>2</sub> maximum/heart rate indicators/recovery rates;
- muscular endurance.

### **Strength Related Components of Physical Fitness**

Candidates will be expected to show knowledge and understanding of appropriate methods of measuring physical fitness in terms of:

- muscular strength (static and dynamic);
- power (speed × strength).

### **Flexibility Related Components of Physical Fitness**

Candidates will be expected to show knowledge and understanding of appropriate methods of measuring physical fitness in terms of:

- flexibility.

### **Skill Related Components of Physical Fitness**

Candidates will be expected to show knowledge and understanding of appropriate methods of measuring physical fitness in terms of:

- agility;
- speed;
- reaction time;
- balance;
- co-ordination.

**5.4. EFFECTS OF EXERCISE, TRAINING/NUTRITION/HYDRATION ON THE BODY'S SYSTEMS**

Candidates should be able to show knowledge and understanding of the following:

(a) Cardiovascular Responses to Exercise

- Effect on cardiac output.
- Effect on stroke volume.
- Increase in heart rate.
- Production of more red blood cells and therefore more oxygen in haemoglobin.
- Increased capillarisation.

(b) Cardiorespiratory Responses to Exercise

- Effects of oxygen uptake.
- Breathing frequency/effect on vital capacity.
- More efficient oxygen and carbon dioxide diffusion.
- Improved delivery of oxygen to working muscles.
- Increased stroke volume.

(c) Redistribution of Blood During Exercise

- Vascular shunt.
- Cooling down system - sweating/evaporation..

(d) Exercise Effects on Body

- Long Term - Through Training. Training Thresholds/Training Zones.

(e) Energy Systems

- ATP-CP/Lactic Acid/Aerobic.
- Aerobic/Anaerobic Activities - Application - Lactate Production - O<sub>2</sub> Debt Occurrence - Recovery.

(f) Factors affecting movement

- Classification of joints - non-moveable/slightly/freely.
- Movements at joints - Prime Movers/Fixators/Synergist Muscles.
- Voluntary muscles.
- Antagonistic muscle action - 3<sup>rd</sup> order lever e.g. elbow and flexion/extension..
- Tendons/Ligaments.
- Types of Muscular Contraction - Isotonic/Isometric/Isokinetic.
- Development of strength.
- Speed of movement.
- Muscle Type - Fast/Slow Twitch Muscle Fibres.

The basic concepts regarding eating for exercise

Candidates will be expected to show knowledge and understanding of the following:

- balanced diets - nutrients/water/fibre.
- BMR - energy balance/equation.
- dietary needs - carbohydrate loading/high protein/diet/water.
- diet and hydration before, during and after exercise.
- relationship between exercise and weight levels.

Health, Fitness and Exercise

Health reasons for participation in physical exercise:

- well being/image/longevity/stress reduction/illness avoidance;
- links with health related physical components of fitness;
- understanding of the difference and relationships between health and fitness;
- effect of lack of exercise on the body's ability to perform physical tasks efficiently;
- maintenance of good health/life style issues/exercise as link to improving health and fitness.

Safe Practice: Assessing and Appreciating the Risks Involved in Chosen Practical Activities

Candidates will need to have knowledge of:

- appropriate warm up/cool down routines;
- relevant rules, laws, safety procedures;
- appropriate levels of ability/participation;
- correct skills/techniques;
- how to use correct equipment safely - lifting, carrying, placing;
- specific equipment and safety equipment to use/wear;
- how to gather, use and respond to information about the environment.

For example:

- assessing weather conditions before embarking on a journey - camping/hill walking;
- organisation of throwing events in athletics;
- surface conditions and weather on a rugby/soccer field;
- spotting in trampolining;
- mat placement, appropriate clothing in dance;
- not running on poolside, ability/depth in swimming.

Candidates will need to recognise the above when developing their personal and social skills by adopting different roles in selected activities.

**5.5 SKILL AND PSYCHOLOGICAL FACTORS INFLUENCING PERFORMANCE**

Candidates should be able to show knowledge and understanding of the following:

(a) Skill Acquisition

- Definitions of Skill/Ability/Learning/Performance
- Types of Skill - basic/complex. Open/closed continuum
- Information Processing (basic) - input/decision-making/output/feedback (KP-KR)
- Memory - short term/long term

- Motivation - intrinsic/extrinsic
- Goal Setting - short term/long term
- Guidance - verbal/visual mechanical - links with feedback
- Types of practice - whole/part/fixed/variable
- Presentation

(b) Application of Skill and Psychological Factors to candidates' own experiences in sport/physical activities and how they could affect the performance of others.

### C. INTEGRATION OF PRACTICE AND THEORY OF PERFORMANCE

The specification integrates the practice and theory of performance in physical education. It is designed to enable the teaching of the theoretical elements of the course to arise from and during practical activity.

Candidates must demonstrate their ability to fulfil the assessment objectives in both the content and context of their chosen activities. Candidates must be able to make the links and connections that exist between the various sections of the specification content.

In order to perform effectively candidates must:

- show knowledge and understanding of how physical fitness can affect performance (5.1/5.2) e.g. definition/skill - health related/better fitness - improved level of performance;
- understand and apply the relationship between principles of training and training methods (5.1/5.3) e.g. sport in relation to training method/activity/demands of the activity;
- understand the effects of exercise on the body and the factors affecting performance (5.1/5.4, 5.2/5.4) e.g. adaptation of the body to overload; age, sex, size, training methods;
- refine and develop skills in order to improve performance/fitness (5.1/5.5) e.g. feedback, practice, motivation;
- show knowledge and understanding of the factors affecting participation, provision and performance in contemporary society (5.2/5.3) e.g. gender issues, health and fitness aims, target populations;
- understand the links between the development of appropriate skills/techniques and participation in selected practical activities (5.2/5.5) e.g. target populations, aims and objectives of school/club leisure opportunities;
- show knowledge and understanding of the links between training methods and fitness testing in relation to the specific demands of selected activities (5.3/5.4) e.g. training/ testing of fitness in a variety of contexts;
- understand and describe the links between improved skill development and performance as a result of training and the adaptation of the body systems to exercise (5.4/5.5) e.g. relationship between skill and fitness development and performance.

## **D. POSSIBLE STRATEGIES FOR LINKING PRACTICAL AND THEORETICAL COMPONENTS OF STUDY**

### **5.1 Physical Fitness**

- Discuss terms in practical context:
  - e.g. use athletics - suggest reasons why some pupils perform better than others in particular events - individual differences/specificity of requirements for events;
  - e.g. use games - pupils identify needs of different positions - agility in beating a player/changing direction quickly;
  - e.g. use dance - physical fitness demands of different performers in a variety of dance forms - contemporary/folk;
  - e.g. use adventurous activities - main physical fitness components required in contrasting adventurous activities. Principles of training - specificity for each activity identified/discussed.
- Improving performance
  - Related theoretical work to practical activities is vital. Conducting training sessions - content - pupil and teacher led. Bring in principles of training/identifying needs and overloading them. Use different methods of training - selection of appropriate one for needs. These aspects can be developed through a variety of exercise activities.
- Developing personal and social skills through adopting different roles e.g. constructing a circuit for others/leading a warm up for a specific event/leading a climb or expedition.
- Discuss/experience different methods of training in relation to activity/purpose. Relate training methods to principles of training with particular reference to frequency/intensity/time/type.
- ICT could be used to construct work cards for stations in circuit. Results presented in a spreadsheet. Video/analysis of performance in order to improve its quality and effectiveness.
- Relate physical fitness in chosen activity to understanding and appreciation of the role of rules, conventions and etiquette e.g. wearing protective equipment in hockey, tackle from behind in soccer.
- Maintaining/developing physical fitness by selecting and applying appropriate techniques and skills to activity.
- Ensuring fitness/health and safety of self and others by responding effectively to changing conditions/environments.

**Integrating practice and theory: gymnastics and basketball**

**Gymnastics**

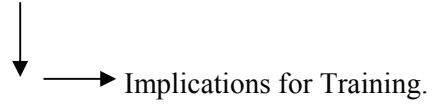
Place pupils in groups. Ask each member in each group to construct a simple sequence, based on travelling and flight.

Group discussion after observing each other.

Physical Fitness Components

'What physical fitness components need to be developed to improve the quality/content of the sequences?'

Warm up



'What warm up activities should be undertaken before gymnastics performance?'

Pupils lead appropriate warm ups → extend to cool downs.

**Basketball**

Demands of Play

Influence on Training Methods  
(How would you train someone to improve each demand?)

Defence

Groups Sampling : Zone Defence  
: Half Court Press  
: Full Court Press

Implications on demands physically

Energy Systems

Training Methods

Circuit Training - especially and its adaptability.

Pupils devise circuits applicable to their chosen activities.

## 5.2 Factors Affecting Participation, Provision and Performance

Practical work in the style of debate/discussion, evidence collection, ICT - spreadsheets on basis of questionnaire given out locally to ascertain public demand for physical recreation provision.

Project work - talk by pupil on gender issues leading to development of types of provision and equality of opportunity. Collect data on participation rates in local sports centre.

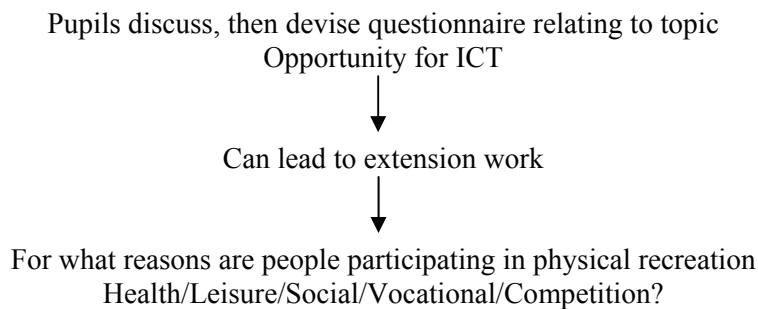
Much of the content is practically based and can be self-directed issue based. Use of Internet to obtain support material.

Opportunities exist for developing cross-curricular links enhancing personal and social development within the context of sport in contemporary society. Activities such as leisure surveys, discussion groups on the role of media and risks associated with lack of/excessive exercise can be pursued in a variety of curriculum areas e.g. English, Media Studies, Science.

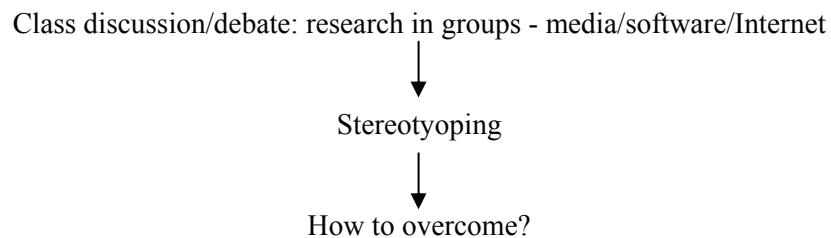
### **Integrating practice and theory: participation rates and gender issues in sport**

'Practical' takes many forms: discussion, debate, data collection/interpretation.

### **Physical Recreation Participation Rates in Local Sports Centre**



### **Gender Issues in Sport**



### 5.3 Assessment and Evaluation of Physical Fitness

The Measurement of the Effects of Training

Pupils lead:

- warm up activity;
- perform the tests;
- record results using ICT software - discussion of results and the need for testing as an evaluative tool.

Pupils will experience a variety of opportunities to develop their personal and social skills through adopting different roles when participating in physical fitness assessments e.g.

- time-keeping;
- assessing and appreciating the risks involved in conducting/participating in a range of physical fitness tests;
- analysing and evaluating their own performance and that of others in order to improve the factors that affect the quality and effectiveness of performance;
- participating in a range of fitness tests showing understanding and appreciation of the role of test procedures/rules;
- setting targets for improving and monitoring/evaluating their progress against goals.

### Making links with 5.1 Physical Fitness

Testing of:

- |     |   |  |
|-----|---|--|
| (a) | Health-Related Physical Fitness Components. | <ul style="list-style-type: none"> <li>• Pupils Conduct Tests.</li> <li>• Working in pairs/recording results/ lap top/logs etc.</li> </ul> |
| (b) | Skill-Related Physical Fitness Components.  | <ul style="list-style-type: none"> <li>• ICT - class results, and against norms.</li> </ul>  |



- Need for testing,
- Validity for testing.
- Identification of pupils strengths/ weaknesses.



Links to Training  
Methods/Specific Activity



- Identifying physiological factors limiting performance in tests.

Improving quality and effectiveness of performance in a close physical activity/sport → fitness contribution.

- Conduct tests on a regular basis.
- Needs will have been identified → training methods chosen.

Relate results of tests to 'skilled performance' in game, etc.

Are there more characteristic of skilled work?

### 5.4 Effects of Exercise, Training/Nutrition/Hydration on the Body's Systems

- Short term changes to body during exercise
  - pupils lead warm up;
  - pupils lead a skill session;
  - heart rate monitoring;
  - discussion on the visible changes that take place.
- Long term effects of training/linked to content 5.1
  - pupils to record data regarding cardiovascular/cardiorespiratory responses to training.
- Energy Systems - 'stage manage' a game to accommodate the need for differing demands - data sheet to show where different energy systems are in use during a game - work in groups. Use fitness tests.

- In pairs identify basic joint movements for different activities. List results using ICT.
- Pupils should
  - set targets in their chosen activity;
  - monitor and evaluate their progress against goals, e.g. general toning, improved flexibility, weight management, cardiovascular fitness;
  - refine their techniques in order to improve the factors that affect the efficiency and effectiveness of their performance.

The use of partner and small group activities can facilitate the development of communication, number and personal and social skills.

**Integrating practice and theory: ball games/netball**

**Ball Games**

Joint Movement

Working with a partner: identify joints involved in:

- throwing;
- kicking a ball.

Identify movements around the joint.



Link with pupils choosing their own activity and identifying movements at joints.



Links with 'specific' training methods/'specific' training sessions.

- Basic analysis of certain movements (groups) - observing - e.g. gym - (vault), dance - (leap), hockey - (push).

**Ballgames/Netball**

Energy Systems

- In groups: practical -

'How is energy supplied during a game of netball?'



- Dependent on Intensity and duration of exercise.

Pupils observe and decide where in the game any energy system is working e.g. sprint (feint dodge) ATP-CP

## 5.5 Skill and Psychological Factors Influencing Performance

When competing in their chosen activities pupils will select and apply appropriate techniques, skills and/or compositional principles. All of the skill acquisition concepts discussed in a theoretical context should arise from the practical experiences of the individual/group.

e.g. types of skills, information processing, motivational techniques.

The process of refining their techniques, strategies and tactics to show increasing precision, control and fluency will arise from the practical and theoretical experiences of pupils. The process of analysis and evaluation in order to improve the quality and effectiveness of performance should take place in both practical and theoretical contexts:

e.g. video taping of performance, partner/group discussion followed by video analysis related to improving performance and other skill development.

Opportunities for developing personal and social skills will be provided in a variety of practical and theoretical contexts:

e.g. analysis of performance and feedback provided to perform in sport, dance, adventurous activities and exercise activities.

### **Integrating practice and theory: soccer and athletics e.g.**

#### **Soccer - Skill**

In pairs:

side foot passing and receiving. Slowly increase pace of the play and play it to partners side so adjustment to footwork needed.



Is your partner skilful?

How do you know?



- Refer to outcome.
- Partners accuracy, consistency, ease of execution.
- To what extent were skills learnt?

### Soccer - Ability

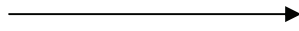
First group - small sided games/small goals no keeper (conditioned games).

Second group - observing



Which abilities are most crucial for soccer?

Refer to



Strength - winning ball/holding off opponents.

Balance - dynamics - maintain good body position whilst moving.

Agility - for quick changes in direction both on and off ball and for keeper.

Speed - covering runs, recovery as a defender, for beating opponents.

### Athletic - Guidance

Small groups  
(SHOT)

- Conditioned to give verbal guidance only.

- Discuss - How easy did they find the skill to learn?

Advantages/disadvantages.

How else could teacher/coach have guided you?

## 6

**KEY SKILLS**

Key skills are integral to Physical Education and opportunities for generating evidence on which candidates may be assessed in the national-specified key skills of application of number, communication and information technology are signposted in the appendix to this specification.

In addition opportunities for developing and generating evidence for addressing the nationally specified wider key skills of working with others, improving own learning and performance and problem solving are also signposted in the appendix to this specification.

**OVERVIEW GRID**

(✓ = opportunity for Key Skill provided)

<b>Key Skills Level 2</b>	<b>Specification Content</b>					
	5.1	5.2	5.3	5.4	5.5	Practical
C2.1a Contribute to a Discussion	✓	✓	✓	✓	✓	✓
C2.1b Give a Short Talk	✓	✓	✓	✓	✓	✓
C2.2 Read/Summarise Information	✓	✓	✓	✓	✓	✓
C2.3 Write Different Types of Document	✓	✓	✓	✓	✓	✓
N2.1 Interpret Information	✓	✓	✓	✓	✓	✓
N2.2 Carry out Calculations	✓	✓	✓	✓	✓	✓
N2.3 Interpret Results of Calculations	✓	✓	✓	✓	✓	✓
IT2.1 Search for/Selecting Information	✓	✓	✓	✓	✓	✓
IT2.2 Explore/Developing Information	✓	✓	✓	✓	✓	✓
IT2.3 Present Combined Information	✓	✓	✓	✓	✓	✓
WO2.1 Planning Activities	✓	✓	✓	✓	✓	✓
WO2.2 Working Towards Objectives	✓	✓	✓	✓	✓	✓
WO2.3 Exchanging Information on Progress	✓	✓	✓	✓	✓	✓
LP2.1 Setting Targets	✓	✓	✓	✓	✓	✓
LP2.2 Using Plans	✓	✓	✓	✓	✓	✓
LP2.3 Reviewing Progress	✓	✓	✓	✓	✓	✓
PS2.1 Identify Problems and Options	✓	✓	✓	✓	✓	✓
PS2.2 Plan and Try out Options	✓	✓	✓	✓	✓	✓
PS2.3 Check and Describe Results	✓	✓	✓	✓	✓	✓

## 7

**GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. It might conceal weakness in one aspect of the assessment that is balanced by a better performance in others.

**Grade F**

Candidates demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in their activities, with some precision, control and fluency. They make decisions about how they will plan and approach their performance. They begin to vary these in response to changing situations.

Candidates analyse their own and others' performance and can identify major strengths and weaknesses. They make some modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

Candidates identify some of the factors affecting performance and participation in physical activity.

They explain how the body reacts during different types of exercise, and identify some activities and exercises suitable for preparing and recovering from specific activities. They identify and explain some of the benefits of regular, safe exercise and activity on their performance and health.

They recognise some of the risks involved in different activities.

**Grade C**

Candidates demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinement, precision, control and fluency.

They make and adapt decisions about how they will plan and approach their performance in response to new or changing situations.

Candidates analyse and comment on their own and others' performances showing an understanding of the factors that affect the quality and effectiveness of performance. They plan ways to improve their own and others' performance.

Candidates identify major factors that affect performance and participation in physical activity and show some understanding of how these different factors relate to each other.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They explain some of the long-term effects of exercise and activity on physical, mental and social health.

They identify potential risks involved in different activities.

## **Grade A**

Candidates demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency. They make effective decisions about how they will plan and approach their performance in response to new or changing situations.

Candidates analyse and evaluate their own and others' work demonstrating an understanding of the impact skills, tactics or composition, and fitness have on the quality and effectiveness of performance. They identify priorities for improvement and plan appropriate, progressive practices. They understand how to monitor and evaluate progress towards targets.

Candidates have a good understanding of factors affecting performance and participation and the relationship between them.

They have a good understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health. They explain the advantages to themselves and others of following active and healthy lifestyles.

They identify and explain potential risks related to physical activities.

## 8

**PRACTICAL ASSESSMENT TASKS****SPORT** (e.g. Games Activities, Gymnastic Activities, Swimming Activities, Athletic Activities)*e.g. GAMES ACTIVITIES*

In order to perform effectively under applied conditions candidates will be expected to:

- participate and compete in modified/small sided and full sided games;
- use appropriate strategies and tactics;
- observe the role of rules, conventions and etiquette of their chosen game.

## Basketball

- 4 v 3, 3 v 2 or 5 v 5, semi-opposed or with full opposition, with the emphasis on creating space in order to score.
- In a conditioned game, players must use a variety of passes appropriately according to the positioning of the opposition, the pace of pass required, etc. (e.g. chest, bounce or javelin) to manoeuvre opponents around the court and create space in order to score.
- Players should be seen to be playing to the rules, be able to administer or receive penalties as appropriate and recount these accurately when required.

## Tennis

- In semi-opposed or against full opposition, players identify the range of strokes they require to play the game well using, for example, variations of speed, spin, slice height, etc.
- Play in game situations which help them to refine strategies and tactics to show increasing precision control and fluency e.g. control of flight and distance during a rally whilst under pressure. These game situations could be used to adapt techniques, strategies and tactics and bring about desired outcomes.
- Players should be seen to be playing to the rules, be able to administer or receive penalties as appropriate and recount these accurately when required.

*e.g.* **GYMNASTIC ACTIVITIES**

In order to perform effectively under applied conditions candidates will be expected to:

- perform a sequence for competition or a whole display;
- use appropriate compositional techniques;
- observe the role of rules, conventions and etiquette.

Thematic Gymnastics

- In an appropriate sequence, of between one and two minutes, on floor **and** on apparatus candidates should identify a range of specific techniques and agility and use these effectively in the performance.
- In the sequence, candidates should refine planning strategies to show increasing variations in dynamics, levels and direction in order to produce better quality and control of their movement e.g. planning based on basic compositional principles of linking/flow, and usage of appropriate themes e.g. symmetry/asymmetry, travelling, balance/flight, etc.
- Candidates should be able to perform in relation to time, dress and other relevant conventions.

Martial Arts

- Candidates should identify their range of skills in a competitive situation with the emphasis on using appropriate techniques to overcome the opposition.
- Candidates should perform in competitive situations where adaptation of techniques, strategies and tactics bring about desired outcomes e.g. responses to a particular strength shown by the opposition.
- Candidates should be seen performing to the rules, be able to administer or receive penalties as appropriate and recount these accurately when required.

*e.g.* **SWIMMING**

In order to perform effectively under applied conditions candidates will be expected to:

- perform a range of skills in appropriate contexts for competition or display;
- use appropriate strategies and tactics;
- observe the role of rules, conventions and etiquette.
- In a relevant distance - 50m - candidates should demonstrate a full range of strokes (at least 2) to swim competitively using appropriate techniques e.g. Front Crawl - body position - arms, legs, breathing - co-ordination.
- Candidates should be able to vary the strategies, tactics and skills they use to meet different targets and situations e.g. breathing bilaterally to keep an eye on opposition on both sides.
- Candidates should be seen performing to the rules, be able to administer or receive penalties as appropriate and recount these accurately when required.

*e.g.* **ATHLETICS**

In order to perform effectively under applied conditions candidates will be expected to:

- participate and compete in at least two athletic events;
- use appropriate strategies and tactics;
- observe the role of rules, conventions and etiquette.
- Candidates should be performing full events in terms of performance and technique e.g. use of rotation in discus throwing, accurate run-ups in jumping events.
- Candidates should use the principles of effective performance to plan and implement strategies and tactics for competing in different events and competitions and then adapt them as needed e.g. after two failures in high jump whether or not to take the third attempt at the same height or to jump at the next height.
- Candidates should be seen conforming to the rules, be able to administer or receive penalties as appropriate and recount these accurately when required.

*e.g.* **ROWING**

In order to perform effectively under applied conditions candidates will be expected to:

- participate and compete in rowing events;
- use appropriate strategies and tactics;
- observe the role of rules, conventions and etiquette.
- In a full race, candidates should identify the full range of skills they require to either row, skull or cox well.
- Candidates should use a variety of tactics, strategies to overcome the opposition e.g. variations in stroke rate; deciding when to put pressure on the opposition - in the early part of the race or in the transition period; adapting to opposition's tactics.
- Candidates should be seen performing to the rules, be able to administer or receive penalties as appropriate and recount these accurately when required.

*e.g.* **DANCE**

In order to perform effectively under applied conditions candidates will be expected to:

- select and use appropriate choreographic principles to compose and perform a dance;
- use appropriate compositional techniques;
- observe the role of rules, conventions and etiquette.

Dance (Generic)

Candidates should:

- perform solo, duo and small group work with the emphasis on the use of a variety of actions, dynamics and spatial qualities to communicate their intentions. improvise fully where appropriate to a variety of stimuli.
- perform a minimum of three dances in their chosen style. (Each dance should be of two to three minutes in length.)  
show appropriate selection of material that reflects their knowledge of choreographic principles.  
adapt materials to meet the needs of individuals as in duo and small group work as well as to communicate ideas through a theme.
- reproduce set patterns and steps where appropriate.  
present work in appropriate manner e.g. traditional costume, etc.

*e.g.* **ADVENTUROUS ACTIVITIES**

In order to perform effectively under applied conditions candidates will be expected to:

- focus on developing the selection and application of their skills in demanding and unfamiliar environments and settings;
- use appropriate strategies and tactics;
- observe the role of rules, conventions and etiquette.

Ski-ing

- Ski-ing downhill on a variety of terrain showing a full range of skills e.g. traversing, parallel ski-ing.
- Ski-ing downhill on a variety of terrain adapting skills to overcome problematic slopes and different slopes e.g. icy conditions, balance of skis, weighting on skis, speed of skis.
- Candidates should be seen following the Skiers Code of Conduct.

## Hill-walking

- Candidates should show the appropriate skills/techniques e.g. navigation skills, route choice.
- Candidates should be able to select and adapt skills/techniques for varying environmental conditions e.g. choice of camping site, considering heavy rain and high winds, or to assess situations where injury has occurred - three team walking group when one member is injured.
- Candidates should be seen performing to the rules e.g. (Country Code) and conventions and recount these accurately when required.

## Life-Saving

- Candidates can react to and execute the full correct procedures for 'whole skill' rescue scenarios e.g. execute life-support skills such as simulated Expired Air Ventilation and Cardiopulmonary Resuscitation (CPR).
- In a rescue scenario candidates can adapt and execute basic water and land based skills as strategies to save life e.g. distance of casualty from life-saver will influence choice of method of land based or water based rescue method.
- Candidates should be seen following the correct procedures in an order of elimination of worth e.g. reaching, throwing, wading.

*e.g.* **EXERCISE ACTIVITIES** (non competitive forms of exercise such as step aerobics, aerobic exercise to music, weight training, cycling/spinning, circuit training, concept rowing, jogging.)

In order to perform effectively under applied conditions candidates will be expected to:

- participate in one or more aerobic or anaerobic activities;
- select appropriate strategies for improving efficiency in their chosen activity;
- observe the role of rules, conventions and etiquette.

## Sport-related

- Candidates should follow an exercise activity in full in relation to the needs of a specific sport e.g. weight-lifting for strength for a prop in scrummaging necessary to keep the scrum 'up' and support the hooker.
- Candidates should refine strategies in accordance with the principles of the selected exercise activity and his/her needs e.g.

plyometrics for 'jumpers' in athletics;  
circuit training - stations should vary for different body parts.

Candidates should also be able to adapt the principles of training to individual needs e.g. knowledge of the principles of training and F.I.T.T.

- Candidates should be seen performing to the conventions of the activity and recount these accurately when required.

General toning and light cardiovascular programme

- Candidates should be seen demonstrating a selection from their programme focusing on named muscle groups and exercises such as abdominal obliques, thigh extension exercises, hamstring curls, shoulder presses, lateral pull down exercises, etc. They should be able to show accurate technique in these exercises and demonstrate progression through work documented in their activity log.
- Candidates should be seen taking part in cardiovascular activity such as treadmill running, concept rowing, cycling, exercise to music, step aerobics etc. and be able to explain the benefits of their activity. They should be able to show accurate technique in these exercises and demonstrate progression achieved through work documented in their activity log.

## 9

**ASSESSMENT OF THE PRACTICAL ACTIVITIES**

The practical work of candidates will be assessed internally and moderated by a visiting external moderator appointed by the Board in accordance with the GCSE Code of Practice. Where candidates are taught by more than one teacher internal standardisation **must** be conducted to determine a single rank order for each activity being offered.

**Assessment and moderation of candidates work is of skills under applied conditions.**

**There are a separate set of marking criteria for Exercise Activities and the Log Book (see pages 53-54)**

**Each activity must be assessed on the marking criteria provided below and on pages 42-43. Do not award half marks.**

**Performance 1**

The candidate performs with:	Mark
• some control.	1
• some control and fluency.	2
• greater control and fluency.	3
• control, fluency, consistency and precision.	4
• control, fluency, consistency, precision, style and/or originality.	5

**Performance 2**

When performing the candidate demonstrates the:	Mark
• ability to select and apply a limited range of ideas, skills and techniques in appropriate contexts.	1
• ability to select and apply basic strategies/compositional skills and techniques in appropriate contexts.	2
• ability to select and apply some appropriate strategies/compositional skills and techniques in appropriate context.	3
• ability to select and apply a range of appropriate strategies/compositional skills and techniques in practice and when performing under pressure in appropriate contexts.	4
• ability to select and apply an extensive range of appropriate strategies/compositional skills and techniques in practice and when performing under pressure in appropriate contexts.	5

**Decision Making**

The candidate:	Mark
<ul style="list-style-type: none"> <li>• makes a few correct decisions about how they will plan/approach their performance.</li> </ul>	1
<ul style="list-style-type: none"> <li>• makes some correct decisions about how they will plan/approach their performance.</li> </ul>	2
<ul style="list-style-type: none"> <li>• often makes correct and informed decisions about how they will plan/approach their performance in response to new situations.</li> </ul>	3
<ul style="list-style-type: none"> <li>• frequently makes effective decisions about how they will plan/approach their performance in response to new and/or changing situations.</li> </ul>	4
<ul style="list-style-type: none"> <li>• nearly always makes effective decisions about how they will plan/approach their performance in response to new and/or changing situations.</li> </ul>	5

**Analysing Performance**

The candidate can:	Mark
<ul style="list-style-type: none"> <li>• analyse and improve some basic aspects of their own performance and that of others.</li> </ul>	1
<ul style="list-style-type: none"> <li>• analyse and improve basic aspects of their own performance and that of others with some accuracy.</li> </ul>	2
<ul style="list-style-type: none"> <li>• utilise and transfer some knowledge and understanding of the factors affecting performance to refine and improve their own performance and that of others.</li> </ul>	3
<ul style="list-style-type: none"> <li>• utilise and transfer their knowledge and understanding of the factors affecting performance to refine and improve their own performance and that of others with increased accuracy.</li> </ul>	4
<ul style="list-style-type: none"> <li>• utilise and transfer their knowledge and understanding of the factors affecting performance to accurately and consistently improve their own performance and that of others.</li> </ul>	5

**Role of rules/conventions**

The candidate demonstrates:	Mark
<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the role of rules/conventions.</li> </ul>	1
<ul style="list-style-type: none"> <li>• some knowledge and understanding of the role of rules/conventions.</li> </ul>	2
<ul style="list-style-type: none"> <li>• good knowledge and understanding of the role of rules/conventions.</li> </ul>	3
<ul style="list-style-type: none"> <li>• good knowledge, understanding and application of the role of rules/conventions.</li> </ul>	4
<ul style="list-style-type: none"> <li>• very good knowledge, understanding and application of the role of rules/conventions.</li> </ul>	5

**Risk Assessment**

The candidate can:	Mark
• describe a risk that might be involved in their chosen activity and how it might be avoided.	1
• describe risks that might be involved in their chosen activity and suggest some ways these might be avoided.	2
• assess risks that might be involved in their chosen activities and describe what they have done to avoid them.	3
• assess accurately the risks that might be involved in their chosen activity and outline how these should be accounted for.	4
• assess accurately, and appreciate fully, the risks that might be involved in their chosen activity and explain comprehensively how these are accounted for in their own performance.	5

## 10

**MODERATION OF THE PRACTICAL ACTIVITIES****Moderation of the Teacher Assessment by the WJEC**

While the teacher is well-placed to judge the attainment of his/her candidates, he/she cannot place these attainments within the broader framework of centres in general. Consequently, the WJEC appoints moderators whose task is to monitor the standard of work in each of the centres delivering GCSE Physical Education.

Moderators will contact centres before the end of the Christmas Term of the examination year to arrange a date for the moderation visit. In the Spring Term of the examination year the Board will confirm, in writing, the date of the moderation visit and provide centres with the forms needed to record candidates' marks.

In order to carry out the moderation process, which usually takes place in the Spring of the year of the examination, the moderator will visit the centre to see a representative sample of the practical activities offered. Moderators will expect to see a minimum of four activities on the day of moderation. Prior to this visit the teacher(s) will have completed the Teacher Assessment Mark Sheets (PE1 and PE2) and **forwarded these to the moderator at least one week before his/her visit.**

All candidates should be present on the day of moderation. Where numbers are large a representative sample, to cover the whole ability range, may be appropriate for any given activity. In such instances the same group of candidates should not be used for every activity being shown. Unless there are special circumstances all candidates should be seen performing on the day. Candidates must be clearly identified by the use of numbers that relate to those on the PE1 and PE2 forms.

A programme of activities should be agreed with the moderator and a timetable of events drawn up in advance of the visit. Candidates should know in advance what they will be expected to demonstrate during moderation. Where possible, a range of activities should be selected from the areas of experience in order to provide a balanced programme for candidates, teaching staff and visiting moderator.

Centres must ensure that all necessary equipment and facilities will be available on the day of moderation. The moderator should be made aware of any activity which is to be moderated at an off-site venue.

Teaching staff, and candidates, should be fully conversant with the assessment criteria and the specification content for practical activities. These form the basis of the assessment and moderation process.

Where candidates are undertaking off-site activities it is essential that:

- the teacher liaises with the person assuming responsibility for the candidate before the activity is commenced and during the period that the activity is undertaken;
- the person assuming responsibility for the candidates has a copy of the marking criteria so that the PE1 and PE2 forms can be completed with accuracy;
- they have video evidence and/or a comprehensive log so that marks can be authenticated and moderated with confidence. This evidence must be available on the day of moderation.

**11****THE LOG BOOK AND EXERCISE ACTIVITIES****Guidelines for Staff Regarding Completion of Log Book for Exercise Activities**

Exercise Activities includes non-competitive forms of exercise. Candidates should include at least **one** or more aerobic or anaerobic activities. An activity can stand alone, e.g. circuit training or be combined, e.g. weight training and aerobics.

**Candidates must complete a logbook. A sample of logbooks should be submitted to the moderator separately from the PE/1 and PE/2 forms at least one week prior to the visit.**

The logbook will consist of photocopiable sheets. A copy of the logbook will be supplied by the WJEC.

Candidates will be expected to:

- (a) set targets in their chosen activities;
- (b) monitor and evaluate their progress against goals, e.g. general toning, improved flexibility, weight management, cardiovascular fitness;
- (c) refine their techniques in order to improve the factors that affect the efficiency and effectiveness of their performance;
- (d) assess and appreciate the risks involved in their chosen activities;
- (e) develop their personal and social skills through adopting different roles in their chosen activities.

The Quality of Written Communication will **not** be assessed. Marks should be recorded on PE/1 and on the front of the log.

The practical mark awarded for Exercise Activity should also be recorded on the front of the logbook.

Only the logbook should be submitted to the moderator, as the Board is unable to take responsibility for photographs, files, certificates, etc.

The proportion of work to be moderated will be of the following order.

Total Number of Candidates	Work to be submitted (Numbers relate to rank order)
1-10	All
11-19	The first and every second (1, 3, 5, 7, etc.)
20-29	The first and every third (1, 4, 7, 10, etc.)
30-59	The first and every fourth (1, 5, 9, 13, etc.)
60-99	The first and every fifth (1, 6, 11, 16, etc.)
100-199	The first and every tenth (1, 11, 21, 31, etc.) <b>plus</b> additional folders as necessary (reflecting the spread of marks) to make a sample of 20.

Where there are several candidates at a particular point then one should be selected.

**WELSH JOINT EDUCATION COMMITTEE**

**CYD-BWYLLGOR ADDYSG CYMRU**

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**TYSTYSGRIF GYFFREDINOL ADDYSG UWCHRADD**

**GCSE PHYSICAL EDUCATION**

**EXERCISE ACTIVITY**

**LOGBOOK**

CANDIDATE NAME:

CANDIDATE NUMBER:

SCHOOL NUMBER:

**MARKS AWARDED FOR EXERCISE ACTIVITY/ACTIVITIES**

<b>CRITERIA</b>		<b>TEACHER'S MARK</b>	<b>MODERATOR'S MARK</b>
PERFORMANCE 1	(5)		
PERFORMANCE 2	(5)		
SET TARGETS	(4)		
MONITOR AND EVALUATE	(6)		
REFINE TECHNIQUES	(4)		
RISK ASSESSMENT	(6)		
TOTAL	(30)		

**Teacher's Signature**

**Moderator's Signature**

The Exercise Activity element of the GCSE course **must** include **one** or more aerobic or anaerobic activity.

During the course you **must**:

- (a) set targets in your chosen activities;
- (b) monitor and evaluate your progress against goals, e.g. general toning, improved flexibility, weight management, cardiovascular fitness;
- (c) refine your techniques in order to improve the factors that affect the efficiency and effectiveness of your performance;
- (d) assess and appreciate the risks involved in your chosen activities;
- (e) develop your personal and social skills through adopting different roles in your chosen activities.

This logbook must be completed during the course and submitted to the moderator.

This logbook must be presented in order to achieve a mark for your practical ability in the Exercise Activity.

LIST THE ACTIVITY OR ACTIVITIES FOLLOWED FOR YOUR EXERCISE PROGRAMME

TARGETS YOU SET YOURSELF TO ACHIEVE AT THE END OF YOUR EXERCISE PROGRAMME.

TARGETS SHOULD FOLLOW 'SMART' PRINCIPLES.

MONITOR THE TARGETS SET

EVALUATE YOUR PROGRESS AGAINST GOALS, e.g. general toning, improved cardio-vascular fitness, increased flexibility, weight management, etc.

SHOW HOW YOU HAVE REFINED YOUR TECHNIQUES	
TECHNIQUES I HAVE WORKED ON	IMPROVEMENT NOTED

RISK ASSESSMENT

INDICATE HOW YOU HAVE ASSESSED THE RISKS INVOLVED IN YOUR CHOSEN ACTIVITIES e.g. over-training, inappropriate targets, checking equipment, etc.

YOU MAY WISH TO OFFER EXTRA EVIDENCE TO SUPPORT YOUR EXERCISE ACTIVITY  
e.g. details of training, clubs and/or courses attended, etc.

**ASSESSING THE EXERCISE ACTIVITY/ACTIVITIES**

Ten marks will be allocated for performance in the same way as they are allocated for all the other activities and twenty marks will be allocated to the evidence presented in the written log.

**EXERCISE ACTIVITIES - PERFORMANCE****PERFORMANCE 1**

The candidate performs with:	Mark
• some control;	1
• some control and fluency;	2
• greater control and fluency;	3
• control, fluency, consistency and precision;	4
• control, fluency, consistency, precision, style and/or originality.	5

**PERFORMANCE 2**

When performing the candidate can demonstrates the ability to <b>select</b> and <b>apply</b> :	Mark
• a limited range of ideas, skills and techniques in appropriate contexts;	1
• basic strategies/compositional skills and techniques in appropriate contexts;	2
• some appropriate strategies/compositional skills and techniques in appropriate contexts;	3
• a range of appropriate strategies/compositional skills and techniques in practice and when performing under pressure in appropriate contexts;	4
• an extensive range of appropriate strategies/compositional skills and techniques in practice and when performing under pressure in appropriate contexts;	5

**EXERCISE ACTIVITIES: ASSESSMENT OF THE LOG****SET TARGETS**

The candidate can:	Mark
• set targets with some teacher guidance;	1
• set targets independently;	2
• set appropriate targets independently;	3
• set a range of appropriate targets independently.	4

### **MONITOR AND EVALUATE PROGRESS AGAINST GOALS**

The candidate can:	Mark
• monitor progress in the set targets;	1-2
• monitor progress in the set targets effectively and draw some valid conclusions;	3-4
• monitor progress in the set targets effectively and systematically and use supporting evidence to draw a range of sound, valid conclusions.	5-6

### **REFINE THEIR TECHNIQUES IN ORDER TO IMPROVE THE FACTORS THAT AFFECT THE EFFICIENCY AND EFFECTIVENESS OF THEIR PERFORMANCE**

The candidate can:	Mark
• recognise the techniques that are needed to improve the factors that affect the efficiency and effectiveness of their performance;	1
• refine a few techniques to improve the factors that affect the efficiency and effectiveness of their performance;	2
• refine a range of techniques to improve the factors that affect the efficiency and effectiveness of their performance;	3
• refine an extensive range of techniques to improve the factors that affect the efficiency and effectiveness of their performance.	4

### **ASSESS AND APPRECIATE THE RISKS INVOLVED IN THEIR CHOSEN ACTIVITIES**

The candidate can:	Mark
• describe some risks that might be involved in their chosen activity/activities and can suggest some ways in which these might be avoided;	1-2
• accurately assess the risks that might be involved in their chosen activity/activities and outline in some detail how these might be avoided;	3-4
• accurately assess and fully appreciate the risks that might be involved in their chosen activity/activities and explain comprehensively how these might be avoided.	5-6

## APPENDIX

## EXEMPLIFICATION OF KEY SKILLS

Note: If producing certain types of evidence creates difficulties, due to disability or other factors, the student may be able to use other ways to show achievement. The student should ask the tutor or supervisor for further information.

## COMMUNICATION

COMMUNICATION: LEVEL 1			
C1.1 TAKE PART IN A DISCUSSION			
<b>C1.1 Students must:</b> Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion;</li> <li>• Speak clearly in a way that suits the situation; and</li> <li>• Listen and respond appropriately to what others say.</li> </ul>	<b>Examples of evidence:</b> <b>Discussion</b> Records from an assessor who observed each discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussions.	<b>Suggested context:</b> Sport in Society. (5.2) Fitness Testing - analysis of/reporting on. (5.1)
C1.2 READ AND OBTAIN INFORMATION			
<b>C1.2 Students must:</b> Read and obtain information from <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Read relevant material;</li> <li>• Identify accurately the main points and ideas in material; and</li> <li>• Use the information to suit the purpose.</li> </ul>	<b>Examples of evidence:</b> <b>Reading</b> A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information. E.g. in discussions for <b>C1.1</b> or writing for <b>C1.3</b> .	<b>Suggested context:</b> All theory work: <ul style="list-style-type: none"> <li>• newspapers</li> <li>• magazines</li> <li>• textbooks.</li> </ul>
C1.3 WRITE TWO DIFFERENT TYPES OF DOCUMENT			
<b>C1.3 Students must:</b> Write <b>two</b> different types of documents about straightforward subjects. Include at least <b>one</b> image in one of the documents.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Present relevant information in a form that suits the purpose;</li> <li>• Ensure text is legible; and make sure that spelling, punctuation and grammar are accurate so the meaning is clear.</li> </ul>	<b>Examples of evidence:</b> <b>Writing</b> Two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	<b>Suggested context:</b> <ul style="list-style-type: none"> <li>- tables of results for testing. (5.3)</li> <li>- analysis of dual-use sporting facility usage. (5.2)</li> </ul>

<b>COMMUNICATION: LEVEL 2</b>			
<b>C2.1a CONTRIBUTE TO A DISCUSSION</b>			
<b>C2.1a Students must:</b> Contribute to a discussion about a straightforward subject.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits the purpose and situation;</li> <li>• Listen and respond appropriately to what others say; and</li> <li>• Help to move the discussion forward.</li> </ul>	<b>Examples of evidence:</b> <b>Discussion</b> A record from an assessor who observed the discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussion.	<b>Suggested context:</b> Relevance of training methods for specific sporting activities. (5.1)
<b>C2.1b GIVE A SHORT TALK</b>			
<b>C2.1b Students must:</b> Give a short talk about a straightforward subject, using an image.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Speak clearly in a way that suits the subject, purpose and situation;</li> <li>• Keep to the subject and structure the talk to help listeners follow what the student says; and</li> <li>• Use an image to illustrate clearly the main points.</li> </ul>	<b>Examples of evidence:</b> <b>Short talk</b> A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	<b>Suggested context:</b> Feedback on practical work, evaluation using pictorial/video evidence.
<b>C2.2 READ AND SUMMARISE INFORMATION</b>			
<b>C2.2 Students must:</b> Read and summarise information from <b>two</b> extended documents about a straightforward subject. One of the documents should include at least <b>one</b> image.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Select and read relevant material;</li> <li>• Identify accurately the lines of reasoning and main points from text and images; and</li> <li>• Summarise the information to suit the purpose.</li> </ul>	<b>Examples of evidence:</b> <b>Reading</b> A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student's notes for the talk, or one of the documents written.	<b>Suggested context:</b> Newspaper/magazine computer information on SIS topic(s). (5.2) e.g. Excellence in Sport Funding.
<b>C2.3 WRITE DIFFERENT TYPES OF DOCUMENT</b>			
<b>C2.3 Students must:</b> Write <b>two</b> different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least <b>one</b> image.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form;</li> <li>• Use a structure and style of writing to suit the purpose; and</li> <li>• Ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.</li> </ul>	<b>Examples of evidence:</b> <b>Writing</b> Two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	<b>Suggested context:</b> Report on fitness testing procedures. (5.3) Suitability of training methods. (5.1)

## APPLICATION OF NUMBER

APPLICATION OF NUMBER: LEVEL 1			
N1.1 INTERPRET STRAIGHTFORWARD INFORMATION			
<b>N1.1 Students must:</b> Interpret straightforward information from <b>two</b> different sources. At least <b>one</b> source should be a table, chart, diagram or line graph.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Obtain the information needed to meet the purpose of the task; and</li> <li>Identify suitable calculations to get the results needed.</li> </ul>	<b>Examples of evidence:</b> <b>Interpret information</b> Interpret straightforward information from <b>two</b> different sources. At least <b>one</b> source should be a table, chart, diagram or line graph. A statement from an assessor who checked the accuracy of the student's measurements or observations (if this was done). Records of the information obtained and the types of calculations identified to get the results needed.	<b>Suggested context:</b> Test results, analysis. Gender data on participation in sport. (5.2)
N1.2 CARRY OUT STRAIGHTFORWARD CALCULATIONS			
<b>N1.2 Students must:</b> Carry out straightforward calculations to do with: a. amounts and sizes; b. scales and proportion; c. handling statistics.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Carry out calculations to the levels of accuracy the student has been given; and</li> <li>Check the results make sense.</li> </ul>	<b>Examples of evidence:</b> <b>Carry out calculations</b> Records of the calculations (for a, b and c) and how the student checked them.	<b>Suggested context:</b> Test results. (5.3) Body Mass Index. (5.4) Maximum Heart Rate. (5.4)
N1.3 INTERPRET THE RESULTS OF CALCULATIONS			
<b>N1.3 Students must:</b> Interpret the results of the calculations and present her/his findings. The student must use <b>one</b> chart and <b>one</b> diagram.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Choose suitable ways to present findings;</li> <li>Present findings clearly; and</li> <li>Describe how the results of the calculations meet the purpose of the task.</li> </ul>	<b>Examples of evidence:</b> <b>Interpret results and present findings</b> Descriptions of the findings and how the results of the calculations met the purpose of the tasks. At least one chart and one diagram presenting the findings.	<b>Suggested context:</b> Individual/group report.

## APPLICATION OF NUMBER: LEVEL 2

The student must carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3.

N2.1 INTERPRET INFORMATION		
<b>N2.1 Candidates must:</b> Interpret information from <b>two</b> different sources, including material containing a graph.	<b>Evidence must show that students can:</b> <ul style="list-style-type: none"> <li>Choose how to obtain the information needed to meet the purpose of the activity;</li> <li>Obtain the relevant information; and</li> <li>Select appropriate methods to get the results needed.</li> </ul>	<b>Example of evidence:</b> <b>Interpret information</b> A description of the substantial activity. Copies of source material, including the graph, and/or a statement from someone who has checked the accuracy of the student's measurements and observations. Records of the information obtained and the methods selected for getting the results needed.
		<b>Suggested context:</b> Major/minority sports survey. Graphs/written reports. Sources - newspapers, magazines, Internet, etc. (5.2)
N2.2 CARRY OUT CALCULATIONS		
<b>N2.2 Students must:</b> Carry out calculations to do with: <ol style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics;</li> <li>using formulae.</li> </ol>	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Carry out calculations, clearly showing methods and levels of accuracy; and</li> <li>Check methods to identify and correct any errors, and making sure the results make sense.</li> </ul>	<b>Example of evidence:</b> <b>Carry out calculations</b> Records of calculations (for a, b, c and d), showing methods used and levels of accuracy. Notes on how the student checked methods and results.
		<b>Suggested context:</b> Fitness testing. (5.3) Body Mass Index. (5.4) Maximum Heart Rate. (5.4) Training thresholds. (5.4)
N2.3 INTERPRETING THE RESULTS OF CALCULATIONS		
<b>N2.3 Students must:</b> Interpret the results of calculations and present findings. The student must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Select effective ways of presenting findings;</li> <li>Present findings clearly and describing methods; and</li> <li>Explain how the results of the calculations meet the purpose of the study.</li> </ul>	<b>Example of evidence:</b> <b>Interpret results and present findings</b> Descriptions of findings and methods. Notes on how the results from the calculations met the purpose of the activity. At least one graph, one chart and one diagram presenting the findings.
		<b>Suggested context:</b> Individual group report using information collected in N2.1.

## INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY: LEVEL 1			
IT1.1 FINDING, EXPLORING AND DEVELOPING INFORMATION			
<p><b>IT1.1 Students must:</b> Find, explore and develop information for <b>two</b> different purposes.</p>	<p><b>Evidence must show students can:</b></p> <ul style="list-style-type: none"> <li>• Find and select relevant information;</li> <li>• Enter and bring in information, using formats that help development; and</li> <li>• Explore and develop information to meet the student's purpose.</li> </ul>	<p><b>Examples of evidence:</b> <b>Find and develop information</b> Print-outs and copies of the information the student selects to use. A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.</p>	<p><b>Suggested context:</b> ICT - reports on Internet on relevant topics e.g. sporting participation/fitness. (5.1/5.2) Data collection. Text, graphics, retrieval of news items from internet.</p>
IT1.2 PRESENTING INFORMATION			
<p><b>IT1.2 Students must:</b> Present information for <b>two</b> different purposes. The student's work must include at least <b>one</b> example of text, <b>one</b> example of images, and <b>one</b> example of numbers.</p>	<p><b>Evidence must show students can:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way;</li> <li>• Develop the presentation so it is accurate, clear and meets the purpose; and</li> <li>• Save information so it can be found easily.</li> </ul>	<p><b>Examples of evidence:</b> <b>Present information</b> Working drafts showing how the student developed the presentation or records from an assessor who saw the presentation or records from an assessor who saw the student's screen displays. Print-outs or prints of a static or dynamic screen display of the student's final work, including examples of text, images and numbers. Records of how the student saved information.</p>	<p><b>Suggested context:</b> Video analysis. Data collection. Digital camera.  Written report - SIS. (5.2) Recording times/performances on computer/laptop.</p>

<b>INFORMATION TECHNOLOGY: LEVEL 2</b>			
<b>IT2.1 SEARCHING FOR AND SELECTING INFORMATION</b>			
<b>IT2.1 Students must:</b> Search for and select information for <b>two</b> different purposes.	<b>Evidence must show students can:-</b> <ul style="list-style-type: none"> <li>Identify the information needed and suitable sources;</li> <li>Carry out effective searches; and</li> <li>Select information that is relevant to the student's purpose.</li> </ul>	<b>Examples of evidence:</b> <b>Search for and select information</b> Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.	<b>Suggested context:</b> Internet - training methods (Theory of Fitness). (5.1) Sport in society/fitness tests. (5.1/5.2)
<b>IT2.2 EXPLORING AND DEVELOPING INFORMATION</b>			
<b>IT2.2 Students must:</b> Explore and develop information, and derive new information, for <b>two</b> different purposes.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Enter and bring together information using formats that help developments;</li> <li>Explore information as needed for the purpose; and</li> <li>Develop information and derive new information as appropriate.</li> </ul>	<b>Examples of evidence:</b> <b>Develop information</b> Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.	<b>Suggested context:</b> Data collection/analysis, fitness testing. (5.3) Written report to include rank ordering, target setting. (5.5)
<b>IT2.3 PRESENT COMBINED INFORMATION</b>			
<b>IT2.3 Students must:</b> Present combined information for <b>two</b> different purposes. The student's work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	<b>Evidence must show students can:</b> <ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way;</li> <li>Develop the presentation to suit the purpose and the types of information; and</li> <li>Ensure the work is accurate, clear and saved appropriately.</li> </ul>	<b>Examples of evidence:</b> <b>Present information</b> Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the student's final work, including examples of text, images and numbers. Records of how the information was saved.	<b>Suggested context:</b> Spreadsheet of results from IT2.2. Written text including photographic images and spreadsheets.

## WORKING WITH OTHERS

### WORKING WITH OTHERS LEVEL 1

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
  - **one** straightforward activity in a group situation.
- Each activity must include tasks for WO1.1, WO1.2 and WO1.3.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context :
<p><b>WO1.1</b> Plan with others what needs to be done to achieve given objectives, and confirm understanding of responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> <li>• Check understanding of the objectives the student has been given for the activity;</li> <li>• Identify what needs to be done to achieve them and suggest ways the student could help; and</li> </ul> <p>Make sure that the student is clear about her/his responsibilities and working arrangements.</p>	<p><b>Planning activities</b> Records from an assessor who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements for each activity.</p>	<p>Timing/record. 100m sprint. Performance/timekeeper/recorder/analysis.</p>
<p><b>WO1.2</b> Work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.</p>	<ul style="list-style-type: none"> <li>• Carry out tasks to meet responsibilities;</li> <li>• Work safely, and accurately follow the working methods the student has been given; and</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>	<p><b>Working towards objectives</b> Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	
<p><b>WO1.3</b> Identify progress and ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> <li>• Identify own and other's opinions on what has gone well and less well in carrying out the activity.</li> <li>• Report any difficulties in meeting own responsibilities and what was done about them; and</li> <li>• Identify ways of improving work with others to help achieve objectives.</li> </ul>	<p><b>Identifying progress</b> Statements from both the student and others on progress (written or recorded). Records of answers to questions from an assessor about any difficulties and what the student did about them. Notes of ways to improve work with others.</p>	<p>Evaluating practical performance.</p>

## WORKING WITH OTHERS LEVEL 2

Students must carry through at least:

- **one** straightforward activity in a one-to-one situation;
- **one** straightforward activity in a group situation.

Each activity must include tasks for WO2.1, WO2.2 and WO2.3.

Students must:-	Evidence must show students can:	Examples of evidence:	Suggested context:
<p><b>WO2.1</b> Plan the activity with others, identifying objectives and helping to allocate responsibilities and confirm working arrangements.</p>	<ul style="list-style-type: none"> <li>• Identify the objectives of the activity and what needs to be done to achieve them;</li> <li>• Provide relevant information to help allocate responsibilities; and</li> <li>• Confirm working arrangements with those involved.</li> </ul>	<p><b>Planning activities</b> Records from an assessor who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements for each activity.</p>	<p>Trampolining/spotting (5.1/5.4) Perform jump - analyse performance</p>
<p><b>WO2.2</b> Work with others towards achieving the identified objectives, organising tasks to meet responsibilities, and support co-operative working.</p>	<ul style="list-style-type: none"> <li>• Organise own tasks so the student can be effective in meeting responsibilities;</li> <li>• Carry out tasks accurately and safely, using appropriate working methods; and</li> <li>• Support co-operative ways of working, seeking advice from an appropriate person when needed.</li> </ul>	<p><b>Working towards objectives</b> Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes and assessor records.</p>	<p>Discuss performances.</p>
<p><b>WO2.3</b> Exchange information on progress and agree ways of improving work with other to help achieve objectives.</p>	<ul style="list-style-type: none"> <li>• Provide information on what has gone well and less well in carrying out the activity, including the quality of work;</li> <li>• Listen and respond appropriately to progress reports from others; and</li> <li>• Agree ways of improving work with others to help achieve objectives.</li> </ul>	<p><b>Exchanging information on progress</b> Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.</p>	<p>Review/discuss/written evaluation</p>

## IMPROVING OWN LEARNING AND PERFORMANCE

### IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 1

Students must carry through at least:

- **one** example of study-based learning;
  - **one** example of activity-based learning.
- The whole process must be completed twice.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p><b>LP1.1</b> Confirm understanding of targets and how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> <li>• Make sure targets clearly show what is wanted to be achieved;</li> <li>• Identify action points and deadlines for each target; and</li> <li>• Make sure the dates for reviewing progress and how to get support needed are known.</li> </ul>	<p><b>Understanding targets</b> Records of discussions which show the student checked her/his understanding of targets and knew how to get the support needed.</p>	<p>Practical/theoretical improvement in performance. (5.1)</p>
<p><b>LP1.2</b> Follow plans, using support given by others to help meet targets.</p>	<ul style="list-style-type: none"> <li>• Work through the action points to complete tasks on time;</li> <li>• Use support and ways of learning given by others to help in the meeting of targets; and</li> <li>• Make changes suggested by the person supervising the student, when needed.</li> </ul>	<p><b>Following plans</b> A log of study-based and activity-based learning, with notes of the support given. Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>e.g. Training to improve fitness test performance. (5.1) Written analysis of performance. (5.3)</p>
<p><b>LP1.3</b> Review achievements and progress in meeting targets, with help from an appropriate person.</p>	<ul style="list-style-type: none"> <li>• Say what it is thought has gone well and less well, what was learned and ways learning took place;</li> <li>• Identify targets met and evidence of achievements; and</li> <li>• Check that the student understood how to improve her/his performance.</li> </ul>	<p><b>Reviewing progress</b> Records of discussions which show what the student said about her/his progress and had checked s/he knew how to improve performance. Examples of work which show what was learnt from two study-based and two activity-based activities. Notes on action plans to show targets met.</p>	<p>Suitable training and analysis of targets set. (5.1) Verbal/written feedback on progress. (same for academic/test results, etc.)</p>

## IMPROVING OWN LEARNING AND PERFORMANCE LEVEL 2

Students must carry through tasks for LP2.1, LP2.2 and LP2.3 that include at least:

- **one** example of study-based learning;
- **one** example of activity-based learning.

The student must complete this whole process twice and include at least **one** example of working without close supervision and **one** example of using learning from one task to meet the demands of a new situation.

Students must:	Evidence must show students can:	Examples of evidence:	Suggested context:
<p><b>LP2.1</b> Help set targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for achieving what is to be done;</li> <li>• Identify appropriate action points for each target; and</li> <li>• Plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress.</li> </ul>	<p><b>Setting targets</b> Records of discussions which show the information provided to help set targets. Two action plans with action points, timetable and notes of support needed.</p>	<p>Log of Performance. (5.1) Target setting. (5.5) Fitness testing. (5.3)</p>
<p><b>LP2.2</b> Use plans, identifying support from others to help meet targets, and take responsibility for some decisions about own learning.</p>	<ul style="list-style-type: none"> <li>• Use personal timetable and action points to help manage time well and complete tasks;</li> <li>• Identify when support is needed and use this effectively to help the meeting of targets; and</li> <li>• Take responsibility for some decisions about own learning, using suitable approaches and methods and make any changes to plans when needed.,</li> </ul>	<p><b>Using plans</b> A log of the study-based and activity-based learning, with notes of:</p> <ul style="list-style-type: none"> <li>• When and how the student took responsibility for own learning;</li> <li>• How own learning from one task was used to meet the demands of a new situation;</li> <li>• Any changes made to the plan..</li> <li>• Records from those who saw the work which show the student managed her/his time well and completed tasks.</li> </ul>	<p>Academic task setting for completion of sport in society assignment. (5.2)</p>
<p><b>LP2.3</b> Review progress with an appropriate person and provide examples of evidence of achievements.</p>	<ul style="list-style-type: none"> <li>• Provide information on what has gone well, problems met, what was learned and ways learned;</li> <li>• Identify targets met, and examples of evidence of achievements; and</li> <li>• Identify ways of improving own performance.</li> </ul>	<p><b>Reviewing progress</b> Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.</p>	<p>Discuss assignment with another person.</p>

## PROBLEM SOLVING

### PROBLEM SOLVING LEVEL 1

The student must: carry through a straightforward activity, which includes tasks for PS1.1, PS1.2 and PS1.3, for each of **two** given problems.

<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>PS1.1</b> Confirm understanding of the given problem and identify at least <b>two</b> options for solving it, with help from an appropriate person.</p>	<ul style="list-style-type: none"> <li>• Check with an appropriate person that the problem is understood, and how to succeed in solving it;</li> <li>• Identify different ways of tackling the problem;</li> <li>• Decide, with help, which options have a realistic chance of success.</li> </ul>	<p><b>Confirm problems and identify options</b> Descriptions of the two problems and how success in solving the problem would be shown. Descriptions of ways for solving the two problems and the most realistic options to try. Records of help given.</p>	<p>Report on how to increase participation in sport for young people. (5.2)</p>
<p><b>PS1.2</b> Plan and try out at least <b>one</b> option for solving the problem, using given evidence and support.</p>	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option to be tried for solving the problem;</li> <li>• Plan how to carry out this option; and</li> <li>• Follow through the plan, making use of advice and support given by others to help in the tackling of the problem.</li> </ul>	<p><b>Plan and try out options</b> Statements on how the student confirmed the options to be tried out. A plan for trying out each option. Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>Target setting - timed swim/athletics time or distance (performance). (5.5)</p>
<p><b>PS1.3</b> Follow given methods to check whether the problem has been solved and describe the results, including ways to improve the approach.</p>	<ul style="list-style-type: none"> <li>• Follow accurately the methods given to check whether the problem has been solved successfully;</li> <li>• Describe clearly the results of the problem solving activity; and</li> <li>• Identify ways of improving the approach to problem solving.</li> </ul>	<p><b>Check and describe results</b> Records of the methods given and they were used. Descriptions of the results of the problem solving activities and ways to improve the approach to problem solving.</p>	<p>Organising a sporting activity. Recording analysing and reporting on results. (5.5)</p>

## PROBLEM SOLVING LEVEL 2

The student must carry through a straightforward activity, which includes tasks for PS2.1, PS2.2 and PS2.3, for each of **two** given problems.:

<b>Students must:</b>	<b>Evidence must show students can:</b>	<b>Examples of evidence:</b>	<b>Suggested context:</b>
<p><b>PS2.1</b> Identify the problem and come up with at least <b>two</b> options for solving it.</p>	<ul style="list-style-type: none"> <li>• Identify with accuracy the main features of the problem and how the student will personally show success in solving it;</li> <li>• Come up with different ways of tackling the problem; and</li> <li>• Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	<p><b>Identify problems and options</b> Descriptions of the two given problems and how the student is going to show they have been solved successfully. Descriptions of ways for solving the two given problems and how these were arrived at. Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>Female/gender issues associated with participation in sport. (5.2)</p>
<p><b>PS2.2</b> Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to the plan when necessary.</p>	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out;</li> <li>• Follow the plan, organising the relevant tasks and making changes to the plan when necessary; and</li> <li>• Obtain and effectively use support to help in tackling the problem.</li> </ul>	<p><b>Plan and try out options</b> Statements on how the options were confirmed and tried out. A plan for trying out each option. Records of what was done, including any changes made to the plan. Notes of the support obtained and how this was used effectively.</p>	<p>Plan, organise and participate in programme of activities to overcome reported problems.</p>
<p><b>PS2.3</b> Apply given methods to check whether the problem has been solved and describe the results and explain the approach, including that to problem solving.</p>	<ul style="list-style-type: none"> <li>• Apply accurately the methods given to check whether the problem has been solved successfully</li> <li>• Describe clearly the results, and explain the decisions taken at each stage of tackling the problem; and</li> <li>• Identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met.</li> </ul>	<p><b>Check and describe results</b> Records of the methods used, the results of the checks carried out and explanations of the decisions taken. Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently.</p>	<p>Use of questionnaires to assess problem and determine if improvements have been made. Fitness testing. (5.3)</p>



