

GCSE



# WJEC GCSE in PHYSICAL EDUCATION

APPROVED BY QUALIFICATIONS WALES

## SPECIFICATION

Teaching from 2016  
For award from 2018

Version 2 January 2019



This Qualifications Wales regulated qualification is not available to centres in England.

# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and carry forward of NEA marks.	23



# WJEC GCSE in PHYSICAL EDUCATION

For teaching from 2016  
For award from 2018

This specification meets the GCSE Qualification Principles which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2016.

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# GCSE PHYSICAL EDUCATION (Wales)

## SUMMARY OF ASSESSMENT

**Unit 1: Introduction to physical education**  
Written examination: 2 hours  
50% of qualification 100 marks

Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.

**Unit 2: The active participant in physical education**  
Non-exam assessment  
50% of qualification 100 marks

Learners will be assessed in **three** different activities in the role of performer in at least **one** individual sport, **one** team sport and **one** other.

One activity will be a major activity which will have a personal fitness programme linked to the activity.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

Qualification Number listed on [The Register](#): 601/8148/5

Qualifications Wales Approval Number listed on [QiW](#): C00/0779/7

# GCSE PHYSICAL EDUCATION

## 1 INTRODUCTION

### 1.1 Aims and objectives

This WJEC GCSE specification in physical education will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Learners will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport. By studying GCSE Physical Education learners will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport in Wales and the wider world.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. The specification is designed to integrate theory and practice with the emphasis on the application of theoretical knowledge. The specification uses audio-video stimuli and case studies to link theory to practice.

The WJEC GCSE Physical Education specification provides clear guidance on the performance skills to be assessed (Appendix C) and on the marking of non-exam assessment (Appendix A).

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of physical education at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

## 2 SUBJECT CONTENT

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in sport and physical activity.

All of the subject content is assessed in Unit 1 as part of the written examination and in Unit 2 as part of the personal fitness programme.

Units 1 and 2 require learners to demonstrate an understanding of how both qualitative and quantitative data are collected. Learners are also required to analyse and evaluate data. In Unit 2 learners have to present data, including tables and graphs, as part of the personal fitness programme.

### 2.1 Unit 1

#### **Introduction to physical education**

Written examination: 2 hours

50% of qualification

100 marks

Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.



## 1. Health, training and exercise

Content	Amplification
<p><b>Health, fitness and well-being</b></p> <p><b>The contribution which physical activity makes to health and fitness</b></p> <p><b>Consequences of a sedentary lifestyle</b></p> <p><b>Diet and nutrition</b></p> <p><b>Components of fitness</b></p> <p><b>Measuring health and fitness</b></p>	<p>Definition and knowledge of the relationship between health, fitness and well-being.</p> <p>The importance of exercise. Benefits of an active, healthy lifestyle. Lifestyle choices and adherence, links to motivation. The health benefits from exercising including physical, social and mental well-being benefits. The relationship between physical, social and mental health.</p> <p>The risks of not exercising to include stress, hypertension, obesity, atherosclerosis, poor self-esteem, poor body image and self-confidence.</p> <p>Energy balance equation; positive, negative, balanced. The functions of nutrients; protein for tissue growth/repair, carbohydrate for energy, fats for energy/insulation, minerals for bone growth, water for hydration.</p> <p>The importance of nutrition for overall health and its roles in different types of physical activity</p> <p>Links of components of fitness to specific sports/activities. Development of fitness for lifestyle and/or performance.</p> <p>Cardio vascular endurance, muscular endurance, muscular strength, flexibility, body composition, agility, speed, power, co-ordination, balance, reaction time.</p> <p>The importance of measuring fitness and health including identifying strengths and weaknesses, baseline, current state, improvement, comparisons, motivation.</p> <p>How health and fitness is measured including the multi-stage fitness test/coopers 12 min run, abdominal curl/press up test, hand grip/1 rep max, sit and reach/hyperextension, skin fold callipers/body density, Illinois agility run, 30/50m sprint, vertical jump, stork balance, alternate hand throw, ruler drop test or other appropriate tests. Tests should be linked to the appropriate component of fitness.</p> <p>Other measurement tools including health questionnaires and screening methods such as monitoring blood pressure, heart rate, calorie input and expenditure.</p> <p>The importance of protocols, concepts of reliability and validity when measuring health and fitness.</p>

Content	Amplification
<b>Methods of training</b>	<p>Different methods of training including continuous, interval (including fartlek), circuit, weight training and plyometrics.</p> <p>The development of correct techniques.</p> <p>The suitability of various methods of training depending upon the needs of the individual and the activity.</p> <p>The development and improvement of both health and performance through appropriate methods of training.</p>
<b>Training zones</b>	<p>Training zones and the link to heart rate, exercise, fitness, energy systems and health.</p> <p>Intensities and durations of exercising depending upon individual needs.</p>
<b>Principles of training and exercising</b>	<p>Specificity, progression, overload (intensity, frequency, duration), variance.</p> <p>Learners will need to apply the principles of training to improving health for sedentary individuals and fitness for sportspersons.</p>
<b>Warm up and cool down</b>	<p>Why performers warm up. Physical and psychological reasons to include raising body temperature, increasing elasticity of muscles and range of movement, reducing the risk of injury, being "in the zone", improving focus and motivation.</p> <p>Why performers cool down to include removal of waste products, speed up recovery, countering dehydration and the loss of salts.</p> <p>How performers warm up including increasing intensity to raise heart rate, active/passive/dynamic stretching, proprioceptive neuromuscular facilitation (PNF) stretching and ensuring game specificity. How performers cool down including reducing heart rate and intensity, active recovery, ice baths, massage and stretching.</p>
<b>Data analysis</b>	<p>The collection, analysis and presentation of appropriate data for any of the content in health, training and exercise.</p>





### 3. Movement analysis

Content	Amplification
<b>Muscle contractions</b>	Isotonic contractions including eccentric, concentric – isometric contractions.
	Antagonistic muscle action – agonists (prime movers), antagonists.
<b>Lever system</b>	The classification of levers, with focus on the joints and leverage systems at the shoulder, elbow, knee and hip. The mechanical advantages of different classes of levers.
<b>Planes of and axes of movement</b>	<p>Sagittal, frontal, fulcrum, load and effort and transverse planes - flexion, extension, adduction and abduction.</p> <p>Axes of movement: sagittal, front and vertical and the movements that occur through these axes.</p> <p>Movements at joints during the actions of running, throwing, jumping and kicking.</p> <p>Links should be made between planes and axes of movement with the muscular-skeletal system.</p>
<b>Sports technology</b>	<p>The role of technology in analysis of movement, improvement in performance as well as its role in officiating and coaching. The positive and negative effects of technological developments.</p> <p>The relationship between sporting activities and movement analysis.</p> <p>How to use technology to analyse movement and sports performance to improve performance.</p>
<b>Data analysis</b>	The collection, analysis and presentation of appropriate data for any of the content in movement analysis.

## 4. Psychology of sport and physical activity

Content	Amplification
<b>Goal-setting</b>	<p>How goal-setting can impact upon health, well-being and performance including focusing attention, improving effort, concentration and helping develop strategies for success.</p> <p>SMART targets to support goal-setting: specific, measurable, agreed, realistic and time phased targets. These targets are linked to specific activities.</p>
<b>Information processing</b>	<p>Information processing model including input, decision making, output and feedback.</p> <p>The function of feedback including knowledge of results and knowledge of performance.</p>
<b>Guidance</b>	<p>The types of guidance including verbal, visual, manual, mechanical.</p> <p>The relationship of types of guidance to stages of learning - cognitive, associative, autonomous.</p>
<b>Mental preparation</b>	<p>How mental preparation can help with motivation and can improve performance through imagery/ visualisation/mental rehearsal.</p>
<b>Motivation</b>	<p>Types of motivation including intrinsic and extrinsic and their links to adherence and sporting success.</p>
<b>Characteristics of a skilled performance</b>	<p>Characteristics of a skilled performance: technique, consistency, accuracy, efficiency, effectiveness, confidence, control and aesthetics.</p>
<b>Classifications of skills</b>	<p>Classification of activities along a continuum including basic/complex, open/closed and self/externally paced. Make connections between the classification of skill and type of practice.</p>
<b>Types of practice</b>	<p>The links between practice, the learner and the type of skill – whole/part, fixed/varied practice.</p> <p>The relationship between different concepts and theories in sports psychology and how they can contribute to improving performance.</p>
<b>Data analysis</b>	<p>The collection, analysis and presentation of appropriate data for any of the content in the psychology of sport and physical activity.</p>

## 5. Socio-cultural issues in sport and physical activity

Content	Amplification
<p><b>Participation</b></p> <p><b>Strategies to improve participation in sport and physical activity</b></p> <p><b>Provision</b></p> <p><b>Performance</b></p> <p><b>Data analysis</b></p>	<p>The factors that contribute to participation, provision and performance in sport and exercise.</p> <p>Personal experiences that impact upon participation.</p> <p>Factors that affect participation will focus on family, gender, society, peers, cost, access, role models.</p> <p>The influence of school physical education programme, extra-curricular and wider curriculum.</p> <p>Physical literacy, physical activity, health and well-being and impacts on children's development.</p> <p>Reformative policies such as anti-racism campaigns e.g. Kick It Out, adapted sports for disabled.</p> <p>Provision for a variety of target groups to include: gender, race, disability. Strategies for increased involvement for these groups.</p> <p>The commercialisation of sport including the role of media, advertising and globalisation of sport. Ethical issues, including gamesmanship, sportsmanship, financial issues, deviance e.g. drug taking to improve performance.</p> <p>The links between media and commercialisation.</p> <p>The collection, analysis and presentation of appropriate data for any of the content in socio-cultural issues in sport and physical activity.</p>

## 2.2 Unit 2

### The active participant in physical education

Non-exam assessment  
50% of qualification  
100 marks

Learners will be assessed in:

- **three** different activities in the role of performer
- at least **one** individual and **one** team sport and **one** other from the approved lists of activities in Appendix B
- a personal fitness programme linked to the chosen **major** activity.

The assessment grids for both the practical performance and the evaluation can be found in Appendix A.

The performance skills and amplification for the practical activities are set out in the table below.

#### Practical performance skills

Performance skills	Amplification
<p><b>In both individual and team activities, learners should demonstrate:</b></p> <p>Skills and techniques</p> <p>Decision making skills</p> <p>Problem solving solutions</p> <p>Appropriate physical characteristics</p>	<p><b>Learners should be able to:</b></p> <p>Apply the appropriate skills and techniques to the activity in demanding situations such as full games.</p> <p>Apply appropriate decision making and strategies in demanding situations such as full games.</p> <p>Apply compositional ideas in performance situations in creative activities such as dance and gymnastics.</p> <p>Solve problems in both predetermined and spontaneous ways whilst under pressure in physical activity and sport.</p> <p>Apply physical attributes appropriate to the chosen activity.</p>
<p><b>In team activities, learners should also demonstrate:</b></p> <p>Their participation as an active team member</p>	<p><b>Learners should be able to:</b></p> <p>Apply team strategies. They should take into account the strengths and weaknesses of fellow team members.</p> <p>Show awareness of the actions of other performers and respond appropriately whilst also showing their individual role in achieving the collective aims.</p> <p>Communicate effectively with other performers.</p>



### **Personal fitness programme**

Learners must design a personal fitness programme which will help to improve fitness and performance in **one** of the practical activities in which they were assessed i.e. the **major** activity.

Learners will not be assessed on whether or not improvements have occurred.

It is recommended that the programme be a minimum of 8 weeks duration.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following:

1. Self analysis of current fitness level
2. Recommendations to improve fitness and performance in the major activity
3. A plan of the fitness programme
4. Completion and monitoring the programme
5. Evaluation of the programme
6. Recommendations for improvements to personal performance in the major activity.

The personal fitness programme is assessed as part of the major activity. The assessment grid can be found in Appendix A.

Teachers should ensure that the personal fitness programme enables learners to draw on appropriate theory and to collect, analyse and present data. The use of theory and data are assessed as part of the personal fitness programme aspect of the major activity.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

#### AO1

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

#### AO2

Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

#### AO3

Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

#### AO4

- Demonstrate and apply relevant skills and techniques in physical activity and sport
- Analyse and evaluate performance

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
<b>Unit 1</b>	20%	15%	15%	-	50%
<b>Unit 2</b>	-	5%	-	45%	50%
<b>Overall weighting</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>45%</b>	<b>100%</b>

For each series, writing accurately will be assessed in:

- specified questions in the written examination that require extended writing
- the Personal Fitness Programme

Writing accurately takes into account the candidate's use of specialist language. It also takes into account the candidate's spelling, punctuation and grammar.

## 3.2 Arrangements for non-exam assessment

Unit 2 will be marked out of 100 and is worth 50% of the qualification.

### Summary of Unit 2

Assessment	Marks	Weighting	Assessment objective
One major activity to include the personal fitness programme	44	22%	AO4 and AO2
Two minor activities	56	28%	AO4

One of the above activities must be a team activity and one an individual activity from the approved list of activities.

The personal fitness programme **must** be directly linked to the major activity.

#### 1. Assessment of practical performance

Candidates must be assessed in activities in Appendix B.

Candidates can be assessed at intervals throughout the course. The final marks submitted should be a true reflection of the candidates' level of performance.

**For the team sports/activities** candidates should:  
demonstrate the application of skills/techniques/strategies appropriate to the position/activity in demanding situations i.e. in small sided and full sided games in competitive contexts.

**For individual sports/activities** candidates should:  
demonstrate the application of skills/techniques/strategies appropriate to the activity in demanding pressure situations.

The performances must be internally assessed by the teacher using the assessment grids in Appendix A. The performances are externally moderated by a visiting moderator. Candidates can offer off-site activities for assessment.

Off-site activities are those that do not take place at the school/college campus and where it would be difficult to moderate "live" on moderation day. Appropriate DVD/digital evidence must be available for the performance of all off-site activities. All activities must be assessed by teachers and mark sheets signed by teachers.

**Please note, to ensure that centres can review the outcome of moderation, and have access to the enquiries about results service, each centre must complete an audio-visual recording of all the performances seen on moderation day.**

Following moderation, the audio-visual recording should be sent to WJEC within one week of the moderation visit. WJEC will keep it for sufficient time to allow for the completion of relevant enquiries about results and appeals.

## Reasonable adjustments

Any specific access arrangements must be agreed before assessment takes place. Access arrangements are designed to enable learners with special educational needs, disabilities or temporary injuries to be assessed.

WJEC will make reasonable adjustments where a disabled candidate would otherwise be at a substantial disadvantage in comparison to someone who is not disabled. Access arrangements will allow reasonable adjustments to take place. However while one of the main concerns of suitable access arrangements is the needs of the learner, the other is the necessity of ensuring that the integrity of the assessment is not compromised.

Centres who wish to apply for reasonable adjustments must do so via *Access arrangements online* in the first instance. In the case of injuries, WJEC should be contacted as soon as possible. Learners will then know at the earliest possible point what access arrangements are in place.

Any reasonable adjustment that has been authorised will apply to both the internal assessment by teachers and to moderation day. The visiting moderator will be informed of the adjustments ahead of the visit and will comply with any arrangements that are in place.

Please note that an adjustment will only be made if it is deemed to be *reasonable* e.g. if it does not affect the integrity of the assessment, does not involve unreasonable costs to WJEC or does not impact unreasonably on other learners.

Full details can be found in JCQs regulations and guidance on Access Arrangements and Reasonable Adjustments <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance> which is updated annually.

## Recording practical performances

The following guidance applies to all instances when recorded evidence is required, this includes evidence for off-site activities filmed prior to moderation day and all activities recorded during the moderator visit.

To ensure that there is appropriate evidence for assessment it is essential that the following procedures should all be adhered to:

- All candidates should be introduced at the start of each performance providing their name, candidate number and if appropriate how they will be identified during the performance e.g. blue 4 in a team game
- The evidence should be produced in an easy to access format such as DVD so that the moderator can easily view the recording and WJEC can use for moderation/standardising purposes
- The recorder should be familiar with the assessment criteria to ensure that all aspects of the assessment requirements are recorded. This may require using wide angled shots as well as close ups depending on the activity being filmed
- After assessment check the recordings, back them up
- Save the recording clearly identifying the centre number and qualification

## Recording team games

For a whole game the camera should follow the action although, in discussion with moderators, it might be appropriate to follow individuals for some of the period of play. Although WJEC requires assessment in a full game situation the difficulties of filming sufficient evidence is recognised. Therefore it is recommended that performances in small sided/conditioned situations are also filmed to supplement the evidence from the full game.

## Recording swimming in public pools

If a public swimming pool is to be used, a centre should approach the management of the pool to discuss arrangements. If filming in a public pool does take place the following procedures should be followed:

- Adhere strictly to the pool's guidelines/policy on recording
- Permission must be obtained from the parents/guardians of the participants
- Other pool users should be informed and consent to the recording (this may be done as part of the pool's own guidelines/policies)

It is the responsibility of the centre to provide evidence for every candidate; either live at moderation or a recorded off-site activity. Therefore if the difficulties of recording at public pools prove to be impossible to overcome candidates should **not** be entered for assessment in swimming.

## 2. Assessment of the personal fitness programme

Candidates must design a personal fitness programme with the aim of providing recommendations to improve performance in **one** of the practical activities in which they were assessed i.e. the major activity. The personal fitness programme must be internally assessed by the teacher using the assessment grid in Appendix A.

### Time

Sufficient time must be allocated to enable candidates to complete an analysis of their fitness and collect data before planning the programme. A minimum of **three supervised assessment hours** are required for self-analysis and planning. The three hours can be taken in sessions at the discretion of the centre.

Following the completion of the self-analysis, a period of at least 8 weeks should be allowed for candidates to complete the training programme. Sufficient time must be allowed for the results of the programme to be evident. During this period learners should monitor their own progress.

On completion of the training programme the evaluation should then be produced. A minimum of **three supervised assessment hours** are required for the evaluation. The three hours can be taken in sessions at the discretion of the centre.

### Guidance

Teachers must ensure that the initial data collected is sufficient and is applied to one of the assessed practical activities. Teachers may give generic advice on data collection but not indicate how improvements can be made.

Teachers should regularly check that candidates have followed the planned training programme.

During the completion of the work candidates can access notes made and data collected during the programme. However the internet, email accounts or social media **must not** be accessed.

### Acknowledgements

Reference to sources must be clearly acknowledged.

### Drafting

Guidance may given by teachers during the course of the programme but this must only consist of general observations. Once the work is finally submitted and marked the work must not be revised further.

### Authentication

It is important that all non-exam assessments are rigorously monitored by centres to ensure that each candidate's work is their own. When the work has been completed it must not be returned to candidates for any changes to be made. The work must be kept securely within the centre.

- All candidates are required to sign an authentication statement endorsing the practical performance and the personal fitness programme as their own.
- Centres must countersign that they have taken all reasonable steps to validate this.
- An authentic teacher signature must be used; counter signed by a senior member of staff. A scanned or electronic signature will not be accepted.
- Documentation must be completed for all candidates not just for those selected for the sample to be seen by the moderator.
- All documentation will be available on the physical education homepage on the WJEC website.

## Standardisation of internal assessment

It is essential that where there is more than one GCSE PE teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teachers and teaching groups.

### Moderation Process

- WJEC provides an annual administrative handbook for centres, outlining how assessments should be undertaken in centres
- Moderation will take place between the middle of March and May of the year of examination.
- WJEC will confirm the date of the moderation with all centres before the end of December of the examination year.
- Prior to the visit, centres will have completed all mark sheets, which will be available on the website, and forwarded them to WJEC by a date to be confirmed in early March.
- Mark sheets should include marks for the practical performances and the performance analysis and evaluation.
- WJEC will decide on activities and candidates to be seen at moderation and will notify centres in advance of the visit.
- A timetable will be sent by centres to WJEC in advance of the visit.
- The moderators will see a representative sample of the practical activities offered.
- All candidates should be present on the day of moderation.
- Candidates must be clearly identified by number.
- All performance analyses and evaluations must be marked and available for the moderator on the day of the moderation visit.
- Authentication documents must accompany every performance analysis and evaluation.
- A representative sample of the performance analysis and evaluation covering the ability range will be selected by the moderators and taken away for external moderation.

### **Absence from moderation**

It is a requirement that all candidates selected as part of the sample will attend moderation. However the nature of physical education and sport is that there will occasionally be injuries which mean that candidates will not be able to play an active part in the moderation day.

In the case of injuries sustained during the course which makes participation at moderation impossible, the following procedures must be followed:

- Centres must inform WJEC about the nature and extent of the injury as soon as possible
- Centres must confirm that there is a genuine reason for the proposed non – attendance of the candidate and retain evidence within the centre
- WJEC will, in most instances, request that another candidate with similar marks attends moderation
- If possible the injured candidate should attend moderation day
- The injured candidate's analysis and evaluation work must be available on the moderation day for the moderator to assess

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

All centres will receive a report on the moderation which will be available electronically on GCSE results day.



## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in May/June each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination units in the same series.

Marks for NEA may be carried forward for the life of the specification. If a candidate resits an NEA unit (rather than carrying forward the previous NEA mark), it is the new mark that will count towards the overall grade, even if it is lower than a previous attempt.

Where a candidate has certificated on two or more previous occasions, the most recent NEA mark is carried forward, regardless of whether that mark is higher or lower (unless that mark is absent).

The entry code appears below.

Qualification title	Entry codes	
	English-medium	Welsh-medium
WJEC GCSE Physical Education	3550QS	3550CS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

### 4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A\*-G, where A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

# APPENDIX A

## Non-exam assessment grids

Unit 2 assesses AO4 in its entirety and a quarter of the marks allocated to AO2. It will be marked out of 100 and is worth 50% of the qualification.

Learners will be assessed performing in **three** different activities, at least **one** individual and **one** team sport from the approved list of activities in Appendix B. One of the activities will be the major activity which will include a personal fitness programme.

Banded assessment grids are constructed so that each band within a section has a relevant descriptor. The descriptor provides a description of the performance level for that band. Each band covers a specified range of marks.

Before marking, teachers should first view the performance/read the work to identify the evidence that is being assessed. The mark scheme can then be applied.

Beginning at the lowest band, teachers should look at the appropriate section of the learner's performance/work and check whether it matches the descriptor for that section's mark band. Teachers should look at the descriptor for that band and see if it matches the qualities shown in the learner's performance/work for that section. If the descriptor at the lowest band is satisfied, teachers should move up to the next band and repeat this process for each band until the descriptor matches the performance/work.

If the performance/work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's performance/work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, it would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Teachers should not seek to mark learners down as a result of small omissions in minor areas of their work or errors made during practical performance.

Once the band has been decided, teachers can then assign a mark. Teachers are reminded of the need to revisit the performance/work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the performance/work

Where work is not credit worthy, that is, contains nothing of any significance or has been omitted, no marks should be awarded.

## Team activities

Learners should demonstrate the application of skills/techniques/strategies appropriate to the position/activity in demanding situations i.e. in small sided and full sided games in competitive contexts.

Band	Assessment Criteria: Team sports/activities (AO4)
<b>Band 4</b>	<b>22-28 marks</b> Apply appropriate skills and techniques for the position/activity. Consistency, precision and fluency are evident. Apply individual role consistently and effectively and make evident a significant contribution to achieving the collective outcome. Excellent implementation of appropriate team strategies and tactics and/or compositional ideas. Show awareness of, and responding to, the actions of other players. Make excellent decisions about adapting performance whilst under pressure. Utilise all appropriate physical characteristics for the activity. Excellent display of psychological control in pressure situations. Communicate effectively with other players to benefit the team performance.
<b>Band 3</b>	<b>15-21 marks</b> Apply appropriate skills and techniques for the position/activity. Precision and fluency are evident but lack consistency. Apply individual role, make evident a contribution to achieving the collective outcome. Good implementation of appropriate team strategies and tactics and/or compositional ideas. Show awareness of, and responding to, the actions of other players. Make good decisions about adapting performance whilst under pressure. Possess appropriate physical characteristics for the activity. Implementation of the characteristics are evident. Good display of psychological control in pressure situations though there may be occasional lapses. Communicate with other players to largely benefit the team performance.
<b>Band 2</b>	<b>8-14 marks</b> Apply skills and techniques for the position/activity. Precision, fluency and consistency are lacking. Individual role makes limited contribution to achieving the collective outcome. Limited implementation of appropriate team strategies and tactics and/or compositional ideas. Little awareness of, and responding to, the actions of other players. Limited decision making evident about adapting performance whilst under pressure. Limited physical characteristics for the activity evident and little application of these characteristics. Limited implementation of psychological control in pressure situations. Limited communication with other players, little benefit to the team performance.
<b>Band 1</b>	<b>1-7 marks</b> Basic application of skills and techniques for the position/activity. Precision, fluency and consistency are lacking. Individual role makes little or no contribution to achieving the collective outcome. Basic application of team strategies and tactics and/or compositional ideas, with no awareness of, and responding to the actions of other players. Basic decision making evident about adapting performance whilst under pressure. Basic physical characteristics for the activity evident and little application of these characteristics. Basic implementation of psychological control. Basic communication with other players, basic benefit to the team performance.
	<b>0 marks</b> Performance is not worthy of a mark.

### Individual activities

Learners should demonstrate the application of skills/techniques/strategies appropriate to the activity in demanding pressure situations.

Band	Assessment Criteria: Individual sports activities (AO4)
<b>Band 4</b>	<p style="text-align: center;"><b>22-28 marks</b></p> <p>Apply appropriate skills and techniques for the activity. Consistency, precision and fluency are evident. Excellent implementation of appropriate strategies and tactics and/or compositional ideas. Make excellent decisions about adapting performance whilst under pressure. Utilise all appropriate physical characteristics for the activity. Excellent display of psychological control in pressure situations.</p>
<b>Band 3</b>	<p style="text-align: center;"><b>15-21 marks</b></p> <p>Apply appropriate skills and techniques for the activity. Precision and fluency are evident but lack consistency. Good implementation of appropriate strategies and tactics and/or compositional ideas. Make good decisions about adapting performance whilst under pressure. Possess appropriate physical characteristics for the activity, implementation of the characteristics are evident. Good display of psychological control in pressure situations though there may be occasional lapses.</p>
<b>Band 2</b>	<p style="text-align: center;"><b>8-14 marks</b></p> <p>Apply skills and techniques for the activity with limited precision, fluency and consistency. Limited implementation of appropriate strategies and tactics and/or compositional ideas. Limited decision making evident about adapting performance whilst under pressure. Limited physical characteristics for the activity are evident and limited implementation of these characteristics. Limited display of psychological control in pressure situations.</p>
<b>Band 1</b>	<p style="text-align: center;"><b>1-7 marks</b></p> <p>Basic application of skills and techniques for the activity. Precision, fluency and consistency are lacking. Basic implementation of appropriate strategies and tactics and/or compositional ideas. Basic decision making evident about adapting performance whilst under pressure. Basic physical characteristics for activity evident and little or no implementation of these characteristics. Basic implementation of psychological control in pressure situations.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Performance is not worthy of a mark.</p>

## Major activities

Learners must be assessed in **one** major activity. This can be as either a team activity or an individual activity.

For the major activity, in addition to the assessment or practical performance, learners will be assessed through their personal fitness programme.

The personal fitness programme will be designed to help improve fitness and performance in the chosen major activity.

### Major team activities assessment criteria

Band	Personal fitness programme (AO2 and AO4)	Practical activity (AO4)
<b>Band 4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <p>Detailed self-analysis by comparing fitness against national norms.</p> <p>Detailed recommendations to develop fitness to bring about improvements in performance in the major activity.</p> <p>Theoretical content is applied to plan a detailed fitness programme.</p> <p>Detailed and regular monitoring with evidence of appropriate adjustments to the programme.</p> <p>Detailed evaluation of data collected with valid and logical conclusions drawn.</p> <p>Detailed recommendations to improving future performance, applying excellent knowledge of factors that affect performance.</p> <p>Writing is extremely well structured using accurate spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>22-28 marks</b></p> <p>Apply appropriate skills and techniques for the position/activity. Consistency, precision and fluency are evident.</p> <p>Apply individual role consistently and effectively and make evident a significant contribution to achieving the collective outcome.</p> <p>Excellent implementation of appropriate team strategies and tactics and/ or compositional ideas. Show awareness of, and responding to, the actions of other players.</p> <p>Make excellent decisions about adapting performance whilst under pressure.</p> <p>Utilise all appropriate physical characteristics for the activity.</p> <p>Excellent display of psychological control in pressure situations.</p> <p>Communicate effectively with other players to benefit the team performance.</p>

Band	Personal fitness programme (AO2 and AO4)	Practical activity (AO4)
<b>Band 3</b>	<p style="text-align: center;"><b>9-12 marks</b></p> <p>Clear self-analysis by comparing fitness against national norms.</p> <p>Clear recommendations to develop fitness to bring about improvements in performance in the major activity.</p> <p>Theoretical content is applied to plan a clear fitness programme.</p> <p>Clear monitoring with evidence of appropriate adjustments to the programme.</p> <p>Clear evaluation of data collected with valid and logical conclusions drawn.</p> <p>Clear recommendations to improving future performance, applying good knowledge of factors that affect performance.</p> <p>Writing is well structured using accurate spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>15-21 marks</b></p> <p>Apply appropriate skills and techniques for the position/activity. Precision and fluency are evident but lack consistency.</p> <p>Apply individual role, make evident a contribution to achieving the collective outcome.</p> <p>Good implementation of appropriate team strategies and tactics and/or compositional ideas. Show awareness of, and responding to, the actions of other players.</p> <p>Make good decisions about adapting performance whilst under pressure.</p> <p>Possess appropriate physical characteristics for the activity. Implementation of the characteristics are evident.</p> <p>Good display of psychological control in pressure situations though there may be occasional lapses.</p> <p>Communicate with other players to largely benefit the team performance.</p>

Band	Personal fitness programme (AO2 and AO4)	Practical activity (AO4)
<b>Band 2</b>	<p style="text-align: center;"><b>5-8 marks</b></p> <p>Limited self-analysis by comparing performance against national norms.</p> <p>Limited recommendations to develop fitness to bring about improvements in performance in the major activity.</p> <p>Limited theoretical content is applied to plan a fitness programme.</p> <p>Limited monitoring with limited evidence of appropriate adjustments to the programme.</p> <p>Limited evaluation of data collected with limited conclusions drawn.</p> <p>Limited recommendations to improving performance, applying limited knowledge of factors that affect performance.</p> <p>Writing is generally well structured using reasonably accurate spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>8-14 marks</b></p> <p>Apply skills and techniques for the position/activity. Precision, fluency and consistency are lacking.</p> <p>Individual role makes limited contribution to achieving the collective outcome.</p> <p>Limited implementation of appropriate team strategies and tactics and/or compositional ideas. Little awareness of, and responding to, the actions of other players.</p> <p>Limited decision making evident about adapting performance whilst under pressure.</p> <p>Limited physical characteristics for the activity evident and little application of these characteristics.</p> <p>Limited implementation of psychological control in pressure situations.</p> <p>Limited communication with other players, little benefit to the team performance.</p>
<b>Band 1</b>	<p style="text-align: center;"><b>1-4 marks</b></p> <p>Basic self-analysis by comparing performance against national norms.</p> <p>Basic recommendation to develop fitness to bring about improvements in the major activity.</p> <p>Basic theoretical content is applied to plan a fitness programme.</p> <p>Basic monitoring with little or no evidence of adjustment to the programme.</p> <p>Basic evaluation of data collected with few and basic conclusion drawn.</p> <p>Basic recommendation to improving performance, applying little or no knowledge of factors that affect performance.</p> <p>Writing shows some evidence of structure but with some errors in spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>1-7 marks</b></p> <p>Basic application of skills and techniques for the position/activity. Precision, fluency and consistency are lacking.</p> <p>Individual role makes little or no contribution to achieving the collective outcome.</p> <p>Basic application of team strategies and tactics and/or compositional ideas, with no awareness of, and responding to the actions of other players.</p> <p>Basic decision making evident about adapting performance whilst under pressure.</p> <p>Basic physical characteristics for the activity evident and little application of these characteristics.</p> <p>Basic implementation of psychological control.</p> <p>Basic communication with other players, basic benefit to the team performance.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Work is not worthy of a mark</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>Performance is not worthy of a mark.</p>

### Major individual activities assessment criteria

Band	Personal fitness programme (AO2 and AO4)	Practical activity (AO4)
<p><b>Band 4</b></p>	<p><b>13-16 marks</b></p> <p>Detailed self-analysis by comparing fitness against national norms.</p> <p>Detailed recommendations to develop fitness to bring about improvements in performance in the major activity.</p> <p>Theoretical content is applied to plan a detailed fitness programme.</p> <p>Detailed and regular monitoring with evidence of appropriate adjustments to the programme.</p> <p>Detailed evaluation of data collected with valid and logical conclusions drawn.</p> <p>Detailed recommendations to improving future performance, applying excellent knowledge of facts that affect performance.</p> <p>Writing is extremely well structured using accurate spelling, punctuation and grammar.</p>	<p><b>22-28 marks</b></p> <p>Apply appropriate skills and techniques for the activity. Consistency, precision and fluency are evident.</p> <p>Excellent implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Make excellent decisions about adapting performance whilst under pressure.</p> <p>Utilise all appropriate physical characteristics for the activity.</p> <p>Excellent display of psychological control in pressure situations</p>
<p><b>Band 3</b></p>	<p><b>9-12 marks</b></p> <p>Clear self-analysis by comparing fitness against national norms.</p> <p>Clear recommendations to develop fitness to bring about improvements in performance in the major activity.</p> <p>Theoretical content is applied to plan a clear fitness programme.</p> <p>Clear monitoring with evidence of appropriate adjustments to the programme.</p> <p>Clear evaluation of data collected with valid and logical conclusions drawn.</p> <p>Clear recommendations to improving future performance, applying good knowledge of factors that affect performance.</p> <p>Writing is well structured using accurate spelling, punctuation and grammar.</p>	<p><b>15-21 marks</b></p> <p>Apply appropriate skills and techniques for the activity. Precision and fluency are evident but lack consistency.</p> <p>Good implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Make good decisions about adapting performance whilst under pressure.</p> <p>Possess appropriate physical characteristics for the activity, implementation of the characteristics are evident.</p> <p>Good display of psychological control in pressure situations though there may be occasional lapses.</p>



Band	Personal fitness programme (AO2 and AO4)	Practical activity (AO4)
<b>Band 2</b>	<p style="text-align: center;"><b>5-8 marks</b></p> <p>Limited self-analysis by comparing performance against national norms.</p> <p>Limited recommendations to develop fitness to bring about improvements in performance in the major activity.</p> <p>Limited theoretical content is applied to plan a fitness programme.</p> <p>Limited monitoring with limited evidence of appropriate adjustments to the programme.</p> <p>Limited evaluation of data collected with limited conclusions drawn.</p> <p>Limited recommendations to improving performance, applying limited knowledge of factors that affect performance.</p> <p>Writing is generally well structured using reasonably accurate spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>8-14 marks</b></p> <p>Apply skills and techniques for the activity with limited precision, fluency and consistency.</p> <p>Limited implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Limited decision making evident about adapting performance whilst under pressure.</p> <p>Limited physical characteristics for the activity are evident and limited implementation of these characteristics.</p> <p>Limited display of psychological control in pressure situations.</p>
<b>Band 1</b>	<p style="text-align: center;"><b>1-4 marks</b></p> <p>Basic self-analysis by comparing performance against national norms.</p> <p>Basic recommendation to develop fitness to bring about improvements in the major activity.</p> <p>Basic theoretical content is applied to plan a fitness programme.</p> <p>Basic monitoring with little or no evidence of adjustment to the programme.</p> <p>Basic evaluation of data collected with few and basic conclusion drawn.</p> <p>Basic recommendation to improving performance, applying little or no knowledge of factors that affect performance.</p> <p>Writing shows some evidence of structure but with some errors in spelling, punctuation and grammar.</p>	<p style="text-align: center;"><b>1-7 marks</b></p> <p>Basic application of skills and techniques for the activity. Precision, fluency and consistency are lacking.</p> <p>Basic implementation of appropriate strategies and tactics and/or compositional ideas.</p> <p>Basic decision making evident about adapting performance whilst under pressure.</p> <p>Basic physical characteristics for activity evident and little or no implementation of these characteristics.</p> <p>Basic implementation of psychological control in pressure situations.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Work is not worthy of a mark</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>Performance is not worthy of a mark.</p>

## APPENDIX B

### GCSE Physical Education activity list

Candidates will be assessed in **three** activities from the following list, one of which will be a major activity carrying a higher weighting plus two minor activities each having a lower weighting. The major activity would require a written fitness programme to be linked to it in order to access the additional available marks. Each candidate must undertake at least **one** activity as a team activity. Excluded combinations are stated in the footnotes.

Team activities	Activities which can be undertaken as a team or individual activity <sup>1</sup>	Individual activities
Association football <sup>2</sup>	Badminton	Amateur boxing
Baseball	Dance <sup>7</sup>	Athletics (including Cross-country) <sup>10, 11</sup>
Basketball	Mountain walking <sup>18</sup>	Canoeing <sup>9</sup>
Camogie/Hurling	Orienteering <sup>18</sup>	Cycling <sup>11, 12, 13</sup>
Cricket	Rock climbing <sup>8</sup>	Diving <sup>14</sup>
Gaelic football	Sailing <sup>20</sup>	Equestrian <sup>15</sup>
Hockey <sup>3</sup>	Sculling <sup>9</sup>	Golf
Ice Hockey <sup>3</sup>	Table tennis	Gymnastics <sup>4</sup>
Lacrosse	Tennis	Judo
Netball	Lifesaving <sup>19</sup>	Karate <sup>17</sup>
Rowing <sup>9</sup>	Rhythmic gymnastics <sup>4</sup>	Kayaking <sup>9</sup>
Rounders	Specialist activities as a team or individual	Mountain biking <sup>13</sup>
Rugby league <sup>5</sup>	Polybat	Personal survival <sup>19</sup>
Rugby sevens <sup>5</sup>		Skiing <sup>16</sup>
Rugby union <sup>5</sup>		Snowboarding <sup>16</sup>
Synchronised swimming <sup>6</sup>		Squash
Volleyball		Surfing <sup>20</sup>
Water polo <sup>6</sup>		Swimming <sup>6, 11, 19</sup>
Specialist team activities		Taekwondo <sup>17</sup>
Blind cricket		Trampolining
Goalball		Triathlon <sup>11</sup>
Table cricket		Weightlifting
Powerchair football		Wind surfing <sup>20</sup>
Wheelchair basketball		Specialist individual activities
Wheelchair rugby		Boccia

**Notes**

- <sup>1</sup> Where any of these is used as the candidate's team activity, it must be assessed in the team mode only (e.g. tennis doubles) and the individual version of the activity cannot then be used as a separate activity for that candidate (e.g. tennis singles could not then be assessed)
- <sup>2</sup> Association football cannot be five-a-side nor futsal
- <sup>3</sup> Hockey and ice hockey cannot be assessed with each other (must not be roller hockey)
- <sup>4</sup> Gymnastics and rhythmic gymnastics cannot be assessed with each other
- <sup>5</sup> Rugby league, rugby sevens and rugby union cannot be assessed with each other
- <sup>6</sup> Swimming, synchronised swimming and water polo cannot be assessed with each other
- <sup>7</sup> Dance can contribute as one activity only, i.e. multiple forms do not provide additional activities
- <sup>8</sup> Rock climbing can be indoor or outdoor
- <sup>9</sup> Canoeing, kayaking, rowing and sculling cannot be assessed with each other
- <sup>10</sup> Athletics (including cross-country) can contribute as one activity only
- <sup>11</sup> Disciplines within a triathlon i.e. medium and long distance running (including cross-country), cycling and swimming, cannot be assessed as well as triathlon
- <sup>12</sup> Cycling can contribute as one activity only, i.e. multiple forms do not provide additional activities
- <sup>13</sup> Cycling and mountain biking cannot be assessed with each other
- <sup>14</sup> Diving is platform diving only
- <sup>15</sup> Equestrian can contribute as one activity only, i.e. multiple forms do not provide additional activities
- <sup>16</sup> Skiing and snowboarding can be on artificial slopes or on snow but cannot be assessed with each other
- <sup>17</sup> Karate and Taekwondo cannot be assessed with each other
- <sup>18</sup> Mountain walking and orienteering cannot be assessed with each other
- <sup>19</sup> Personal survival, lifesaving and swimming cannot be assessed with each other
- <sup>20</sup> Sailing, surfing and wind surfing cannot be assessed with each other

# APPENDIX C

## Performance skills

Activity		Amateur Boxing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Fight for at least 1 three minute round. Punch to the fair zones only. Keep calm after an unfair punch from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Move forward to throw attacking punches then side-stepping in order to avoid opposition counter-attack. Demonstrate effective "orthodox" and/or "southpaw" stances as required during contest. Use of jab, uppercut, right and left cross or suitable combinations of punches required during a contest or when under pressure.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply appropriate tactics to outmanoeuvre opponent.</i>

Activity		Association Football
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Cushioning ball with chest move to next action. Move into space in attack in order to receive through ball. Dribble using both feet, show close control. Perform a drive pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply zonal marking at a corner.</i>

Activity		Athletics
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 400m. Keep still until the gun goes. Keep calm after being nudged by opponent during a 1500m race.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform "Fosbury flop" when clearing the bar in high jump. Use cross steps or glide where appropriate. Perform effectively in competitive discus event, maintaining form through all the rounds.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Perform 1500m race using pacing judgement to outpace opponent in final 200m.</i>

Activity		Badminton
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Serve using backhand service low to the front of opposition court with disguise. Perform an overhead forehand body smash in order to conclude rally/win point. perform a defensive clear.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Select and perform a defensive clear in order to create space and time having been forced to the back of the court by opponent during the rally. Show awareness of strength, weaknesses of opponents.</i>

**Baseball:** The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity		Baseball (Batting)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i>
2	Use a variety of skills and techniques in competitive situations.	<i>Perform a stroke in response to delivery received.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Hit shot to move to first base to help next batter.</i>

Activity		Baseball (Bowling)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Do not appeal for caught behind when there was clearly no edge. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in competitive situations.	<i>Bowl effectively by "following" footwork of batter to avoid conceding runs</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Bowl using variation in flight and speed in order to unsettle batter and produce batting errors.</i>

Activity		Baseball (Fielding)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in competitive situations.	<i>Taking a reaction catch or a high towering catch in the deep.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>"Backing up" the thrower/receiver to ensure that no "overthrows" occur in the game.</i>

Activity		Baseball (Wicket Keeper)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in competitive situations.	<i>Footwork and handling work together.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Cover are close to batsman to enable other fielders to cover wider area.</i>

Activity		Basketball
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform a lay-up. Move into space in attack in order to receive a pass. Dribble using both hands, show close control. Perform a double handed overhead pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply zonal marking as a defensive structure.</i>

Activity		Camogie/Hurling
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Move into space in attack in order to receive through ball. Perform a hand pass over distance to team member. Perform a jab lift.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Use frontal block in order to contest possession.</i>



Activity		Canoeing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above. Perform a bow rudder turn.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Perform a variety of "draw" strokes to assist turning when under pressure and/or to gain time in timed racing event.</i>

**Cricket:** The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity		Cricket (Batting)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i>
2	Use a variety of skills and techniques in competitive situations.	<i>Perform a ramp stroke in response to delivery received. Move down the wicket to a spin bowler.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Taking a single from the last delivery of the over to retain the strike.</i>

Activity		Cricket (Bowling)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills/techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Do not appeal for caught behind when there was clearly no edge. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Bowl effectively by "following" footwork of batter to avoid conceding runs at the end of an over. Bowl on appropriate length and line for the situation.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Bowl using variation in flight, spin and speed in order to unsettle batter and produce batting errors.</i>

Activity		Cricket (Fielding)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Taking a reaction catch at first slip or a high towering catch at deep square leg.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>"Backing up" the thrower/receiver to ensure that no "overthrows" occur in the game.</i>

Activity		Cricket (Wicket Keeper)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Standing up to the wicket. Footwork and handling work together.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Moving up to the stumps to pressurise batsman into making a mistake.</i>

Activity		Cycling (Road)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 25km. Show respect for opponents. Keep calm after being nudged by opponent during race.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Cornering successfully when bunched.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Riding on the "racing line" in the peleton prior to accelerating and "leading out" prior to a sprint finish at the end of the race</i>

Activity		Cycling (Track)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. individual pursuit. Keep still until the gun goes. Keep calm after underperforming in early stages of the race.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Accelerate into and out of the last bend during a "points race".</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Riding at the top of the track banking to store energy and prepare to make an attacking move towards the end of a race.</i>

Activity		Dance
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in formal (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive/pressure situation showing emotional control and applying rules/conventions.	<i>Perform 1 dance in a specific style either as a solo performer or as part of a duo or group, lasting for 2 minutes. Show respect for other performers Recover from a slip to continue dance.</i>
2	Use a variety of skills and techniques in a competitive pressure situation.	<i>Show turns/spins, balances, step patterns under performance conditions.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate appropriate compositional/choreographical principles.	<i>Use a variety of actions, dynamics and spatial qualities.</i>

Activity		Diving
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Perform 4 dives at least one forward, backward and twist. Show respect for other performers. Recover from a poor dive to continue at usual level.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform an "armstand" dive from a 5 metre platform under competitive conditions. Perform a forward pike roll. Demonstrate arm swing, posture at take-off. Demonstrate tension, appropriate body shape.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate appropriate compositional/choreographical principles.	<i>Use a variety of actions, dynamics and spatial qualities.</i>

Activity		Equestrian
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. cross country. Respect opponents. Keep calm after a refusal.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Slowing and quickening the pace of the horse due to the nature of the jump being faced in a "cross-country" event or when show jumping indoors. Enter at a working trot and proceed down centre line without halting then turn left and right." (BE 100 Dressage Test 106). Plan and select the correct option when faced with a choice of jumping options.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Steady the horse prior to the last jump in a timed event.</i>

Activity		Gaelic Football
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Cushioning ball move to next action. Move into space in attack in order to receive through ball. Perform a lofted drive pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply zonal marking at a corner.</i>

Activity		Golf
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive round of golf. Allow "gimmee" to opponent in match play situation. Keep calm after a poor shot.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Grip club correctly adopting an appropriate stance in order to swing the club on the correct swing plane to successfully deliver the ball to the chosen target. Drive with fade.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Deliberately "laying up" behind opponent in a match-play event in order to play the first approach shot to the green.</i>

Activity		Gymnastics (including Rhythmic Gymnastics)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive/pressure situation showing emotional control and applying rules/conventions.	<i>Perform a sequence of movements lasting for 2 minutes using floor/apparatus. Show respect for other performers. Recover from a slip to continue.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform vaults such as headspring demonstrating run-up, take-off, flight on, repulsion, flight off, landing.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4.	Demonstrate appropriate compositional/choreographical principles.	<i>Use a variety of speeds, directions and levels. Move with fluency, precision and originality.</i>

Activity		Hockey
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Cushioning ball with stick, move to next action. Move into space in attack in order to receive through ball. Shoot with reverse stick. Perform a lofted pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Stand up to jab tackle to jockey opponent.</i>

Activity		Ice Hockey
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the rink to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Cushioning ball with stick, move to next action. Move into space in attack in order to receive through ball. Shoot with reverse stick. Perform a pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Stand up to jab tackle to jockey opponent.</i>

Activity		Judo
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Fight for at least 1 three minute round. Show respect for opponent. Keep calm after an unfair hold from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Use of appropriate holds. Maintaining balance when avoiding counter attack from opponent. Moving showing correct technique in order to execute advancing front kick.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply appropriate tactics to outmanoeuvre opponent.</i>



Activity		Karate
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Fight for at least 1 two minute round. Show respect for opponent. Keep calm after an unfair hold from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Use of a series of combination hits. Maintaining balance when avoiding counter attack from opponent or when performing pre-determined forms/patterns.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply appropriate tactics to outmanoeuvre opponent.</i>

Activity		Kayaking
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above. Perform a bow rudder turn.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/ decision making.	<i>Perform a variety of "draw" strokes to assist turning when under pressure and/or to gain time in timed racing event.</i>

Activity		Lacrosse
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Cushioning ball, move to next action. Move into space in attack in order to receive through ball.  Perform a pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Stand up to jockey opponent.</i>

Activity		Lifesaving
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event. Keep calm in challenging situation.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Demonstrate correct technique (arms, legs, breathing, body position, tread water, surface dive).</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply lifesaving techniques appropriate to the situation.</i>

Activity		Mountain Bike
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. downhill. Keep straight line during race. Keep calm after mistake during a turn.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform in timed conditions or descend showing a variety of turns and jumps.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Choose an appropriate line to follow in a timed race against an opponent.</i>

Activity		Mountain Walking
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in pressure situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event of at least 10km. Show respect for environment. Keep calm after losing route.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Select and plan the appropriate equipment and route to take. Walk at an appropriate pace to ensure the successful completion of the walk for the individual/group. Recognise risks and personal limitations in order to alter the planned route due to deterioration in weather conditions on the mountain.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Plan the desired route and adapt route depending upon prevailing conditions.</i>

Activity		Netball
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the court to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Move into space in attack in order to receive a pass, show appropriate footwork. Perform a shoulder pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Move to intercept pass from opponent.</i>

Activity		Orienteering
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in pressure situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. middle distance. Show respect for environment. Keep calm after losing route.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Select and plan the appropriate equipment and route to take. Navigate using cardinal directions</i> <ul style="list-style-type: none"> <li>• Use attack points</li> <li>• Use absolute distance judgement</li> </ul>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Plan the desired route and adapt route depending upon prevailing conditions.</i>

Activity		Personal Survival
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event Keep calm in challenging situation</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Demonstrate correct technique (body position, tread water, float, scull).</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply personal survival techniques appropriate to the situation</i>

Activity		Rock Climbing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in pressure situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified climb. Show respect for environment. Keep calm after a stumble/loss of footing.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Use of "static and dynamic" climbing techniques in response to changes in the rock face being climbed such as flagging. Assessing risks of the climb in planning then implementing pre-planned skills and techniques such as "practice falling" when needed during climbing.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Planning of the desired route and adapt route depending upon prevailing conditions.</i>

**Rounders:** The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity		Rounders (Batting)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform a stroke in response to delivery received.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Hit shot to move to first base to help next batter.</i>

Activity		Rounders (Bowling)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Do not appeal for caught behind when there was clearly no edge. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Bowl effectively by "following" footwork of batter to avoid conceding runs</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Bowl using variation in flight and speed in order to unsettle batter and produce batting errors.</i>

Activity		Rounders (Fielding)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Taking a reaction catch or a high towering catch in the deep.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>"Backing up" the thrower/receiver to ensure that no "overthrows" occur in the game.</i>

Activity		Rounders (Wicket Keeper)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Footwork and handling work together.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Cover are close to batsman to enable other fielders to cover wider area.</i>

Activity		Rowing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above. Perform a bow rudder turn.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Increase number of strokes at end of race to overtake opponent.</i>

Activity		Rugby League
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Movement around opposition player by sidestepping in order to score. Cushing ball with hands in order to receive a spin pass from team member. Perform an off-load to a supporting team member when under pressure from opposition players.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Show an attacking player "the outside" in order to take them closer to the touch line and prevent a try.</i>



Activity		Rugby Union (including Rugby sevens)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Forward shows agility before contact to move over gain line. Catch from lineout/cushioning the ball with hands when receiving a spin pass. Perform a miss-pass to player at speed. Scrum half pass off both sides.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Kicking to corner to exploit space when full back is out of position.</i>

Activity		Sailing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event. Keep straight line during race. Keep calm after falling behind opponent during a race.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform techniques required to effectively propel a boat. Move the boat to starboard under the command of race officials in order to avoid a collision/contact with fellow competitors. .</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Changing tactics towards the end of the race to outsprint other performers/team to the finish.</i>

Activity		Sculling
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform a "sweep" stroke to navigate effectively and safely. Perform a bow rudder turn.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Increase number of strokes at end of race to overtake opponent.</i>

Activity		Skiing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. slalom. Keep straight line during race. Keep calm after mistake during a turn.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>"Carving turns" on a run with varying piste and terrain conditions. Ski under control demonstrating the ability to modify speed of turning as appropriate.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Choosing an appropriate skiing line to follow when skiing on a run in poor visibility (or when involved in a timed downhill race in similar conditions).</i>

Activity		Snowboarding
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. slalom. Keep straight line during race. Keep calm after mistake during a turn.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform in a slalom race under timed conditions or descend the piste showing a variety of turns, jumps and tricks (front and back).</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Choosing an appropriate line to follow when snowboarding on a run in poor visibility (or when involved in a timed slalom race against an opponent in similar conditions).</i>

Activity		Squash
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Serve using backhand service low with disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a boast.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent.</i>

Activity		Surfing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event Keep straight line Keep calm after interference from an opponent.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Manoeuvre into position to catch a wave Perform a pop up Ride the wave</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Identify optimal area for faster surf</i>

Activity		Swimming
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. 100m back stroke. Keep still until the gun goes. Keep calm after falling behind during race.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Demonstrate correct technique (arms, legs, breathing, body position and coordination).</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Show increased speed of leg kick on the third leg of a 400 metre butterfly race in order to put pressure on opponents and increase the lead.</i>

Activity		Synchronised Swimming
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations		
Skills / techniques		Examples
1	Perform in a competitive/pressure situation showing emotional control and applying rules/conventions.	<i>Perform a sequence of movements Show respect for other performers. Recover from a slip to continue.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform routine demonstrating control and precision.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate appropriate compositional/choreographical principles.	<i>Show linking of moves and fluency.</i>

Activity		Taekwondo
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Fight for at least 1 two minute round. Show respect for opponent. Keep calm after an unfair hold from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Use of jump kick as part of a series of combination kicks. Maintaining balance when avoiding counter attack from opponent or when performing pre-determined forms/patterns.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply appropriate tactics to outmanoeuvre opponent.</i>

Activity		Table Tennis
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Serve using backhand service with disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a topspin forehand.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent.</i>

Activity		Tennis
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Serve using disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a topspin forehand.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent.</i>

Activity		Trampolining
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive/pressure situation showing emotional control and applying rules/conventions.	<i>Perform a sequence of movements of at least 10 bounces. Show respect for other performers. Recover from a slip to continue.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform routine demonstrating control (in centre of bed) and precision. Demonstrate skills such as a cradle and back somersault.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate appropriate compositional/choreographical principles.	<i>Show linking of moves and fluency.</i>

Activity		Triathlon
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event e.g. Olympic distance triathlon. Avoid drafting. Keep calm after falling behind during race.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Show acceleration in order to achieve a positive position at the transition. Moving at speed through heavily congested areas when performing under pressure. Demonstrate appropriate swimming, cycling and running techniques</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Choosing an appropriate line to follow when approaching the finish.</i>

Activity		Volleyball
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Serve using disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a tip volley.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Select and perform a defensive shot in order to create space and time.</i>

Activity		Water Polo
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Stop play to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Catching with either hand, move to next action. Move into space in attack in order to receive the ball. Move with ball using both hands, show close control. Perform a pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply one-to-one marking.</i>



Activity		Weight Lifting
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Compete in a specified event. Respect opponents. Keep calm after a poor first lift.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform a snatch/ clean and jerk lift demonstrating correct technique (legs, breathing, body position and coordination).</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Load bar with heavier weight in order to leapfrog opposing lifters during a competition.</i>

Activity		Wind Surfing
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions.	<i>Compete in a specified event. Keep straight line during race. Keep calm after falling behind opponent during a race.</i>
2	Use a variety of skills and techniques in competitive/challenging situations.	<i>Perform techniques required to effectively propel the wind surfer. Tacking and gybing.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/ decision making.	<i>Changing tactics towards the end of the race to finish strongly.</i>

**Assessment as a specialist activity**

**Blind Cricket:** The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

<b>Activity</b>		<b>Blind Cricket (Batting)</b>
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
<b>Skills / techniques</b>		<b>Examples</b>
<b>1</b>	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i>
<b>2</b>	Use a variety of skills and techniques in a competitive situation.	<i>Perform a stroke in response to delivery received. Move down the wicket to a spin bowler. Perform a forward/backward defence in response to delivery received.</i>
<b>3</b>	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
<b>4</b>	Demonstrate strategic/tactical awareness/decision making.	<i>Taking a single from the last delivery of the over to retain the strike.</i>

<b>Activity</b>		<b>Blind Cricket (Bowling)</b>
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
<b>Skills / techniques</b>		<b>Examples</b>
<b>1</b>	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i>
<b>2</b>	Use a variety of skills and techniques in a competitive situation.	<i>Bowl consistently outside off stump.</i>
<b>3</b>	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
<b>4</b>	Demonstrate strategic/tactical awareness/decision making.	<i>Bowl to a set field.</i>

Activity		Blind Cricket (Fielding)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Keep calm after receiving verbal confrontation from fielding side.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Taking a reaction catch at first slip or a high towering catch at deep square leg.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>"Backing up" the thrower/receiver to ensure that no "overthrows" occur in the game.</i>

Activity		Blind Cricket (Wicket Keeper)
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Taking a reaction catch.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Stand up to wicket to pressure batsman.</i>

Activity		Boccia
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Respect opponents. Keep calm after poor umpiring decisions.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Successfully propel the ball with accuracy, control and originality to achieve desired outcome. Propel the ball to successfully remove the opponent's ball from the jack during play. Demonstrate variations in flight and spin in order to block the opponent's ball from access to the jack during play.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Using blocking tactics.</i>

Activity		Goalball
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Respect opponents. Keep calm after poor decisions</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Successfully propel the ball with accuracy, control and originality to achieve desired outcome.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Awareness of strengths and weaknesses of opponents.</i>

Activity		Polybat
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Serve using disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a forehand.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent.</i>

Activity		Powerchair Football
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Move into space in attack in order to receive through ball. Dribble, show close control. Perform a pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Inter-passing of the ball between team members to retain possession.</i>

Activity		Table Cricket
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Field on leg and off sides moving fielding boundary markers showing knowledge of the different positions. Set the angle of the ramp to deliver the ball to pre-determined target.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Changing direction of the stroke when batting, variation in the angle of the ramp when bowling and adjusting fielding positions when on the fielding team.</i>

Activity		Wheelchair Basketball
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		Examples
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
2	Use a variety of skills and techniques in a competitive situation.	<i>Perform a lay-up. Move into space in attack in order to receive through ball. Dribble using both hands, show close control. Perform a double handed overhead pass over distance to team member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making.	<i>Apply zonal marking as a defensive structure.</i>

<b>Activity</b>		<b>Wheelchair Rugby</b>
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
<b>Skills / techniques</b>		<b>Examples</b>
<b>1</b>	Perform in a competitive situation showing emotional control and applying rules/conventions.	<i>Play a full competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i>
<b>2</b>	Use a variety of skills and techniques in a competitive situation	<i>Move into space in attack in order to receive through ball. Perform a pass to team member.</i>
<b>3</b>	Demonstrate effective use of appropriate physical fitness components during the performance.	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
<b>4</b>	Demonstrate strategic/tactical awareness/decision making.	<i>Perform a 2 v 1 block to reduce the space available for an attacking player.</i>