

# Physical Education

Singapore-Cambridge General Certificate of Education  
Ordinary Level (2018)

(Syllabus 6080)

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## AIMS

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1. To develop candidates' ability to plan, perform, analyse and improve, and evaluate physical activities.
2. To develop candidates' knowledge, skills and understanding of a range of relevant physical activities.

## ASSESSMENT OBJECTIVES

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1. Candidates should be able to demonstrate physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.
2. Candidates should be able to demonstrate an ability to analyse and improve their own and others' performance.
3. Candidates should be able to demonstrate knowledge and understanding of:
  - the factors affecting performance
  - the health and safety aspects of physical activity including the advantages and risks associated with a range of training strategies and techniques
  - the reasons and opportunities for participating in physical activity.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the grid below. The figures given are percentage weightings.

Assessment Objectives	Components	
	Paper 1: Question Paper	Paper 2: Coursework
Assessment Objective 1	–	50
Assessment Objective 2	–	10
Assessment Objective 3	40	–
Total	40	60

## SCHEME OF ASSESSMENT

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The scheme of assessment consists of one question paper and coursework. There are no options.

### PAPER 1: QUESTION PAPER

The question paper assesses candidates' knowledge and understanding in relation to the content. Candidates are also required to demonstrate skills of description, interpretation and evaluation. The question paper is divided into two sections and lasts for 2 hours.

#### SECTION A

Short answer questions on:

- Unit 1 Factors Affecting Performance
- Unit 2 Health, Safety and Training
- Unit 3 Reasons and Opportunities for Participation in Physical Activity.

10%

#### SECTION B

Three structured questions and differentiated questions, one on each unit.

- Unit 1 Factors Affecting Performance
- Unit 2 Health, Safety and Training
- Unit 3 Reasons and Opportunities for Participation in Physical Activity.

30%

### PAPER 2: COURSEWORK (INTERNALLY ASSESSED AND EXTERNALLY MODERATED)

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating while undertaking activity and the ability to analyse and improve their own and others' performance in four practical activities each worth 15% of the syllabus total.

The four practical activities must be chosen from a minimum of **two** of the six categories outlined.

- Games Association Football, Badminton, Basketball, Cricket, Goalball, Golf, Hockey, Netball, Rounders, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball.
- Gymnastic Activities Artistic Gymnastics (floor and vault), Figure Skating (Individual), Rhythmic Gymnastics, Trampolining.
- Dance Various styles.
- Athletic Activities Cross Country Running, Track and Field Athletics, Weight Training for Fitness.
- Outdoor and Adventurous Activities Canoeing, Hill Walking and Campcraft or Hostelling, Horse Riding, Orienteering, Rock Climbing, Sailing, Skiing, Wind Surfing.
- Swimming Personal Survival, Swimming (including Life Saving).

## **CONDUCT AND SUPERVISION OF COURSEWORK**

Teachers may only conduct and assess Coursework after they have been evaluated by SEAB / Cambridge and found ready to be Coursework assessors. External vendors must not be engaged to supervise or assess any of the practical activities.

All Centres are required to provide video recorded evidence of candidates' performance in most of the practical activities that candidates are being assessed in. SEAB will provide Centres with a set of Coursework guidelines for Physical Education which will identify which practical activities Centres are required to film. The guidelines will also identify those activities which will require the submission of alternative evidence to filming and will give details of what form the evidence should take (e.g. records of times/distances, logs, etc.).

Over the duration of the Coursework assessment period, for each of the 4 practical activities being offered for assessment, there is no minimum or maximum number that should be filmed, or for which performance times/distances should be recorded. However, teachers are advised that candidates should be given the opportunity to produce evidence of more than just one performance in each of the 4 practical activities they are offering so that there will be some choice of what to submit for assessment and candidates' best work/performance times/distances can be selected.

Filming of evidence for assessment purposes may only begin, at the earliest, in the second term of the academic year preceding the year of the examination.

## **AUTHENTICATION**

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the candidate's own. Teachers are therefore required to maintain an ongoing log of all the Coursework sessions, giving the date and duration of each session and the practical activities carried out during the session. In addition, each filmed recording, or other designated evidence of physical activity, that is submitted for assessment must be accompanied by a signed and dated declaration of its authenticity by the candidate and countersigned by the teacher.

## **MINIMUM COURSEWORK REQUIREMENTS**

If a candidate completes some, but not all of the required work for the Coursework component, then the work submitted should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero). If a candidate submits no work for the Coursework component, then the candidate should be indicated as being absent from that component on the Coursework mark sheets submitted to SEAB.

## **SPECIAL ARRANGEMENTS**

In the case of candidates who are unable to complete the full assessment of Coursework or whose performance may be adversely affected through no fault of their own, teachers should contact SEAB for further guidance at the earliest opportunity. Applications for special arrangements in such cases should be made as early as possible during the course.

## **CANDIDATES WITH DISABILITIES**

It is expected that no candidate will be prevented from participating in the practical activities on the grounds of disability. It is anticipated that within the range of practical activities offered, candidates with disabilities will be capable of achievement in the assessment objectives with or without adaptation in their chosen activities. Where a candidate with a disability chooses an activity which needs adaptation to meet their needs, steps must be taken to ensure that they are not penalised. In addition, Centres must also ensure that the assessment objectives of the activities have not been changed, and that standards have been maintained. In such instances, and before beginning to teach the course, Centres must inform SEAB indicating the nature of the candidate's disability, request for special consideration and suggest ways in which the activity might be adapted. This matter will then be considered, and subject to final approval by both SEAB and Cambridge.

## **COURSEWORK ASSESSMENT AND MODERATION**

All coursework is marked by the teacher. Where more than one teacher is involved in the assessment, an internal standardisation must be carried out before marking begins. The Centre must provide details of how internal standardisation has been carried out, as well as details of any internal moderation of marks if any has been necessary.

By the deadline specified by SEAB, Centres will be required to return all the evidence stipulated and to submit it for external moderation purposes, along with mark sheets, coursework assessment forms, centre order of merit sheets for all activities offered, and any written evidence for *Analysing and Improving* (see pages 29 to 30).

## SYLLABUS CONTENT

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The following areas of study are designed to contribute to the development of understanding and knowledge of the principles involved in safe, health-related exercise. All these sections are inter-related.

### Unit 1: Factors Affecting Performance

Candidates should develop knowledge and understanding of the principles of:

- **Skill**

Definition of skill.

Types of skill:

- basic and complex,
- fine and gross motor skills,
- open and closed continuum.

Factors affecting variations in skill level:

- age and maturity,
- motivation,
- anxiety,
- arousal,
- conditions,
- facilities,
- environment,
- teaching and coaching.

Learning skills.

Simple information processing model: what is meant by the terms input, decision making, output, feedback.

Types of feedback:

- intrinsic,
- extrinsic,
- knowledge of performance,
- knowledge of results.

The importance of feedback.

How you learn a new skill: considerations – limited channel capacity, overload, only do a little, instructions should be simple, demonstration should be simple. When you first do movement it goes into short term memory. Practice – movement goes into long term memory.

- **Motivation and Mental Preparation**

Meaning of motivation.

Types of motivation:

- intrinsic and extrinsic,
- rewards and incentives.

Arousal and performance; how one is affected by the other.

Physiological responses of the body to arousal:

- production of adrenaline,
- increased heart rate,
- increased respiration,
- muscles tense in readiness for action.

Inverted U Theory (Yerkes-Dodson Theory).

Causes of over-arousal.

Causes of decline in performance; anxiety.

Need for relaxation and visualisation.

Goal setting – SMARTER (specific, measurable, agreed, realistic, time-phased, exciting, recorded).

As a means of controlling anxiety.

Mental rehearsal.

- **Skeleton and Joints**

The four major functions of the skeleton:

- shape and support,
- movement,
- protection,
- blood production.

Examples from major bones of the body to highlight these functions.

Relevance to performance and participation in physical activity.

Different types of joints and their specific ranges of movements:

- flexion, extension, rotation, abduction and adduction,
- examples of ball and socket, hinge, gliding and pivot joints.

Ligament, cartilage and synovial fluid problems.

- **Muscles and Tendons**

How muscles and their composition, function and action affect movement and performance: fast twitch for power and strength activities, slow twitch for endurance activities.

How activities and exercise affect the composition and efficiency of muscles, focusing on:

- deltoid,
- trapezius,
- pectorals,
- biceps,
- triceps,
- latissimus dorsi,
- abdominals,
- gluteals,
- quadriceps,
- hamstrings,
- gastrocnemius.

How improved muscle functioning can improve performance and participation in physical activities.

The role of antagonistic pairs, prime movers and synergists during a range of physical activities, using examples from the muscles listed above.

The role and function of tendons during movement.

- **Circulatory and Respiratory Systems**

How the circulatory and respiratory systems affect performance and participation levels:

- lactic acid and oxygen debt tolerance,
- duration of activity,
- recovery rate.

How activity and exercise develop and affect the efficiency of the circulatory and respiratory systems:

- stronger heart muscle,
- increased stroke volume and cardiac output,
- lower resting heart rate,
- more efficient gaseous exchange,
- increased vital capacity,
- tidal volume,
- oxygen debt tolerance.

The difference between aerobic and anaerobic work and the effect of lactic acid production on performance, with examples from specific physical activities.

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## Fitness

Simple definition of fitness.

Components of fitness; measurement and explanation, with example, of each of the following.

Health related fitness: cardio-vascular endurance (aerobic fitness),  
body composition,  
flexibility,  
muscular endurance,  
speed,  
stamina,  
strength.

Skill related fitness: agility,  
balance,  
co-ordination,  
power,  
speed of reaction,  
timing.

Health related exercise programme.

Tests of cardio-vascular fitness:

12 minute run (Cooper Test),  
Multi Stage Fitness Test.

Factors which affect fitness.

Fitness graphs/charts/data; understanding, dissemination of information.

Maximum oxygen uptake ( $VO_2$  max.) as a measurement of cardio-vascular fitness.

Plan a fitness training programme; considerations, involve FITT (frequency, intensity, time, training activity).

- **Physique**

Understand the term physique.

Three extreme body types:

Endomorph – fat – degree of fatness,  
Mesomorph – muscular – degree of muscularity,  
Ectomorph – thin – degree of linearity.

Examples of each body type, from different sports.

Advantages of certain body types for certain sports, e.g.:

gymnast,  
high jumper,  
rugby prop forward.

- **Drugs**

Definition – any chemical introduced to the body which affects how the body works.

Doping; term used to improve performance by taking drugs.

Reasons why sports persons take drugs.

Types of drugs identified as performance enhancing and banned by the International Olympic Committee:

stimulants,  
narcotic-analgesics,  
anabolic agents,  
diuretics,  
anxiety reducing drugs,  
peptide hormones and analogues,  
drugs subject to certain restrictions: alcohol, marijuana, beta blockers.

Types of drugs and their reactions on the body.

Blood doping.

Other drugs, which may be socially accepted:

smoking: dangers and the long term effects.  
alcohol: dangers and the long term effects.



## Unit 2: Health, Safety and Training

Candidates should develop knowledge and understanding of the principles of:

- **Health**

Simple definition of health.

World Health Organisation (WHO) definition – a state of complete physical, mental and social well-being.

Physical well-being: all body systems work well,  
free from injuries and illnesses,  
able to carry out everyday physical tasks.

Mental well-being: able to cope with stress,  
can control emotions,  
feel good about yourself.

Social well-being: have essential human needs, food, clothing and shelter,  
have friendship and support,  
have some value in society,  
able to mix with others.

Health and fitness: need for a healthy lifestyle,  
need to eat a balanced diet,  
need to take regular exercise,  
need to avoid drugs and pollution.

- **Diet**

The body needs nutrients for energy, growth and repair of cells. These nutrients are proteins, carbohydrates, fats, vitamins and minerals, also water and fibre.

Consider proteins, carbohydrates, fats, vitamins, minerals, water and fibre; why they are important in the diet, examples of sources in food, if and why they are useful sources of energy.

Different energy requirements:

teenagers need more energy than young children,  
males tend to need more energy than females,  
athletes need more energy than non-athletes,  
people with active lifestyles need more energy than people with non-active lifestyles.

Energy balance; daily energy food intake needs to balance daily energy need.

Unused energy is stored as fat. Person risks becoming obese.

- **Games: Safe Practice**

School teachers have a responsibility to ensure that Physical Education activities are undertaken in a safe and secure environment.

Some activities are exciting because they are challenging and there is an element of risk.

Participants need to:

be aware of the correct clothing and safety equipment to be used,  
how to check and handle equipment,  
know safety arrangements,  
know how to assist and support other pupils,  
adhere to a code of behaviour,  
recognise the need to warm up and cool down after exercise,  
be able to give examples of the above in a practical situation.

Safety rules and regulations. These will differ from activity to activity.

Participants should be able to outline the safety arrangements, potential dangers, rules and regulation in one activity/game from each of the six categories of activities.

- **Injuries**

Minor injuries are an acceptable part of playing sport. More serious injuries are less acceptable and may be avoided.

Prevention of some injuries may be possible if the participant:

warms up and cools down correctly,  
uses the correct equipment,  
knows the rules and regulations,  
checks if the surface and facilities are safe to use,  
does not participate when tired,  
ensures that a teacher is always present.

Types of injuries; can vary from simple to very severe.

Simple treatment for the following:

- winding,
- simple cut or graze,
- blisters,
- bruises,
- muscle, tendon and ligament injuries.

RICE (Rest + Ice + Compression + Elevation).

Causes of injuries; many and varied but mainly:

- impacting with ground or hard surface,
- impacting with another person,
- sudden or twisting movement,
- environment (hot or cold, wet or dry),
- lack of preparation; warm up, cool down,
- inadequate clothing,
- not following instructions.

- **Exercise and Training**

Exercise is an important component of a healthy lifestyle.

Exercise has physical, mental and social benefits.

Exercise works on all the body systems.

Movement occurs when muscles contract.

Muscles obtain energy from food. Some glucose is stored in the muscles and liver as glycogen.

Cells get energy from glucose in the process called respiration.

Aerobic respiration uses oxygen to produce energy:

glucose + oxygen → energy + carbon dioxide + water

When aerobic exercise occurs:

- muscles contract and some energy is used,
- muscle contractions produce heat – warm up,
- carbon dioxide is excreted by the lungs.

Need aerobic exercise when one exercises over a lengthy period of time.

Examples of aerobic type of exercise.

Anaerobic respiration occurs without oxygen:

glucose → energy + lactic acid

When anaerobic exercise occurs:

- less energy is produced than aerobic respiration,
- lactic acid produced causes pain and fatigue. Muscles are less efficient and eventually stop working,
- lactic acid is removed by breathing in more oxygen. This extra oxygen at the end of anaerobic exercise is called oxygen debt.

Anaerobic respiration is used for short periods of intense exercise.

Examples of anaerobic exercise.

Training is a programme and a procedure used to improve performance.

Training principles are:

- Specificity,
- Overload,
- Progression,
- Reversibility.

The effects of too much exercise through over-training.

Training methods; explanation of different types and their benefits.

Circuit training – explanation of different types and exercises.

Weight training (strength training) – a method of training using weights.

Training can be:

- Isotonic (Dynamic) – involves muscle shortening. Examples, advantages and disadvantages.
- Isometric (Static) – muscles contract but stay the same length. Examples, advantages and disadvantages.

Plyometrics – alternative method of power training.

Fartlek training – method of training which improves aerobic and anaerobic energy systems.

Examples of this type of fartlek training.

Used in a variety of sports, e.g. cycling and skiing.

Advantages and disadvantages.

Continuous training – a method of training which requires participants to run, swim, cycle for set periods of time.

Advantages and disadvantages.

Resistance training – a method of training which requires athletes to work against a load (resistance).

Advantages and disadvantages.

Interval training – a method of training which involves periods of fast work and periods of recovery (slow work or rest). The recovery period enables the lactic acid in muscles to be removed.

Advantages.

Effect of exercise on the heart, circulatory and respiratory systems.

Response of the heart: measurement of heart rate per minute.

Stroke volume and cardiac output.

(Cardiac Output = Stroke Volume × Heart Rate).

Responses of the circulatory system.

Responses of the respiratory system:

(Minute Volume = Tidal Volume × Respiratory Rate)

Examples of breathing changes with exercise.

How the body controls body temperature.

Training effects of exercise on the major organs and systems of the body, especially the heart, the circulatory system, the respiratory system and the skeletal muscles.

### Unit 3: Reasons and Opportunities for Participation in Physical Activity

Candidates should develop knowledge and understanding of the principles of:

- **Leisure and Recreation**

Leisure time – the free time a person has when not working or sleeping.

Factors which determine what people do during leisure time:

their age,  
interests,  
social circumstances,  
facilities available,  
where people live.

Determinants of the growth in leisure activities:

advances in technology (in the work place) resulting in  
people working shorter days,  
having longer holidays,  
more unemployed.

improvements in health care, people live longer,  
growth in leisure time activities,  
growth in facilities.

Recreation is any voluntary activity a person might do during leisure time.

Physical recreation is any physical activity a person may choose to do during leisure time.

Reasons why people choose recreational activities.

School and club provision of leisure activities; links between the two.

- **Facilities, Participation, Excellence**

Facilities for physical activities vary depending on where people live.

Urban areas may have leisure centres, sports stadiums, specialist sports clubs.

Rural areas and remote areas are unlikely to have purpose built sports facilities but may have natural facilities for such activities as sailing, hill walking, rock climbing, etc.

Sport and recreation facilities may be controlled and run by:

city/town authorities,  
private companies,  
voluntary organisations.

City/town authorities normally own sports facilities but do not always run them.

Companies compete for chances to run the facilities.

Dual use facilities are often school sports facilities which are also used by the local community.

Private companies run sports facilities as a business in order to make a profit. These might be golf clubs, theme parks or holiday activity centres.

Voluntary organisations tend to cater for a local need. For example:

- local scout and youth groups,
- churches,
- large national charities, e.g. the Youth Hostels Association.

The location of sports facilities; main considerations.

Facilities catering for different groups; identify the groups.

Types of sports centres; range of activities and people they cater for.

Factors which encourage people to take part in physical activities.

Factors which determine excellence in sport.

Sponsorship – business provides financial support for an athlete, team or event/competition.

Advantages and disadvantages to a sponsor.

Advantages and disadvantages of sponsorship to the sport.

- **History of Amateur/Professional Status**

Emergence of professionals in nearly all sports towards the end of the 20th century.

Examples.

Amateur and/or professional, who decides?

The governing body of each sport decides if a sport or competition should be amateur or professional.

Some sports allow both amateur and professionals to play but in separate competitions, e.g. Association Football.

Some sports allow both amateurs and professionals to take part in the same event, e.g. horse racing.

Amateurs may retain their amateur status by indirect payment, as follows:

- scholarships to athletes,
- jobs linked to athletes' sport,
- access to training facilities,
- trust funds allow athletes to receive payment for appearing at events.

Recent changes in amateur/professional status and rules of competitions:

the Olympic Games allow both professional and amateur participants in certain events, e.g. tennis, however, only medals are awarded as prizes.

- **Media**

Types of media – television, radio, books, newspapers, magazines.

Positive influence of the media coverage:

- promotes sport,
- more people can see, hear, and read about sport,
- creates 'sports stars' which can have positive and negative effects on youngsters,
- can inform and entertain,
- if seen on television, sports can attract sponsorship, improving facilities, training and equipment.

Drawbacks of media coverage:

- more pressure on managers and teams to do well,
- players adopt a win at all cost attitude rather than playing for enjoyment,
- some may resort to cheating or the use of drugs,
- sports stars have less privacy due to media attention,
- media may demand changes in the law/rules of some sports,
- media may become very critical of referees'/officials' decisions.

Impact of television on sport:

- sport occupies a large percentage of viewing time,
- television allows viewers to see the biggest competitions in the world,
- event/match analysis allows the viewer to see the events in great detail, e.g. slow motion replays,
- TV companies contribute to event prize money,
- colour TV allows some sports to be seen which were not possible with black and white TV, e.g. snooker, bowls,
- TV companies often decide, due to their financial support, which sports will be shown,
- minority sports; positive and negative effects.

- **Access to Sport**

General availability of sport to all: some elements are common to all three headings below (e.g. women-only swimming sessions both develop sporting/recreational opportunities for women, and may also provide the only access to sport for women in some communities because of religious beliefs).

Campaigns and legislation to create equal opportunity:

Athletes with disability:

rapid expansion in participation in disability sport, wider variety of activities available in schools and greater willingness to adapt sports to meet people's needs, improvement in facilities, both for those taking part and spectators, increase in number of coaches available, and in the number of coaches specialising in working with athletes with disability, open competitions, e.g. shooting, archery, creation of competitions where able-bodied athletes and athletes with disability may enter as a pair, e.g. European Dance Championships, Disability Games alongside able-bodied, greater social acceptability of people with disabilities, increase in number of role models who are also developing media roles in presenting their sport.

Gender:

women encouraged to take part in sport, money for facilities, growth in popularity of certain activities targeted at women, e.g. step aerobics, swing into shape, emergence of role models, recognition that women can compete in events which, in the past, were considered too strenuous for women, e.g. marathon, triple jump, pole vault, men and women competing on equal terms, e.g. equestrian sport.

Social equality:

the role of local community groups in developing traditional sports and activities for ethnic minority groups, the role of local groups in developing a sense of social inclusion through sporting activity programmes (N.B. may also apply in the case of athletes with disability), cultural attitudes, the relaxation of certain conditions to allow participation for certain cultures, affordable sports.

## SPECIMEN ACTIVITIES

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This section of the syllabus contains an example of one activity from each of the six categories. The examples covered in this section are Badminton, Artistic Gymnastics (floor and vaults), Dance (various styles), Track and Field Athletics, Hill Walking and Campcraft or Hostelling, and Swimming.

### GENERAL REQUIREMENTS

Candidates following the GCE course should be continuously involved in the process of planning, performing and evaluating.

The following general requirements apply to the teaching of Physical Education at all levels.

1. To promote physical activity and healthy lifestyles pupils should be taught:
  - to be physically active
  - to adopt the best possible posture and the appropriate use of the body
  - to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
  - the increasing need for personal hygiene in relation to vigorous physical activity.
  
2. To develop positive attitudes, pupils should be taught:
  - to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
  - how to cope with success and limitations in performance
  - to try hard to consolidate their performance
  - to be mindful of others and the environment.
  
3. To ensure safe practice, pupils should be taught:
  - to respond readily to instructions
  - to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions
  - about the safety risks of wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities
  - how to lift, carry, place, and use equipment safely
  - to warm up for, and recover from, exercise.

**CATEGORY 1 – GAMES****Badminton**

Candidates should demonstrate knowledge and understanding in order to:

- play the full recognised version of a competitive game and to undertake a variety of roles, for example, performer, coach, official
- use increasingly advanced strategies and tactics of competitive play and adapt these to the strengths and limitations of other players
- perform increasingly advanced techniques in a game of Badminton and know how to improve performance
- co-operate with others in regular practice in order to refine their technique
- implement the rules of Badminton including those governing specific competitions
- extend their knowledge, understanding and performance
- plan, undertake and evaluate a safe health-promoting exercise programme.

**Badminton Assessment****Planning, performing and evaluating**

Marks	Description
21–25	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games</li> <li>• a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game</li> <li>• an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy</li> <li>• an ability to analyse techniques in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
16–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a good understanding of the rules and regulations for successful play in both singles and doubles games</li> <li>• a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in a game</li> <li>• an ability to select and use the correct strokes effectively in both practice and game situations, in singles and doubles, and produce good attacking strokes</li> <li>• an ability to apply tactics successfully to overcome opponents' weaknesses</li> <li>• an ability to analyse in detail what they and others have done and make judgements on how improvements to performance might be made</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
11–15	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules and regulations for successful play in both singles and doubles games</li> <li>• a sound understanding of positioning and specific role awareness</li> <li>• an ability to make sensible choices when choosing the best shot and understand the principle of attacking space</li> <li>• an ability to execute a variety of shots in a game situation</li> <li>• an ability to apply simple tactics with a measure of success in a game situation</li> <li>• an ability to analyse in detail what they and others have done and make suggestions to improve performance</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>

Marks	Description
6–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic understanding of the rules/regulations in order to play a recognised version of the game</li> <li>• an ability to organise themselves and others well for a practice game</li> <li>• an ability to make appropriate simple choices in an attempt to outwit opponents</li> <li>• an ability to execute basic shots with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes</li> <li>• an awareness of simple tactics to overcome opponents' weaknesses at a basic level</li> <li>• an ability to appreciate what they and others have done and make some simple observations</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0–5	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules/regulations of the game</li> <li>• a limited ability to organise themselves and others in order to improve simple techniques in practice</li> <li>• a limited ability to select the appropriate shots in order to return the shuttlecock</li> <li>• a limited ability to execute the basic shots in a passive situation</li> <li>• an ability to appreciate what they and others have done</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>



## CATEGORY 2 – GYMNASTIC ACTIVITIES

### Artistic Gymnastics (floor and vaults)

Candidates should demonstrate knowledge and understanding in order to:

- plan and implement a training schedule relevant to the gymnastic activities undertaken
- perform increasingly advanced techniques and know how to improve performance
- apply the principles, rules and criteria for evaluating performance
- extend their gymnastic ability
- plan, undertake and evaluate a safe health-promoting exercise programme.

### Artistic Gymnastics (floor and vaults) Assessment

#### Planning, performing and evaluating

Marks	Description
21–25	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations as they apply to practices and competitions</li> <li>• an ability to plan in fine detail a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• an ability to perform:               <ul style="list-style-type: none"> <li>a sequence of at least 8 different linked floor movements requiring a high degree of gymnastic skill. At least 3 of the movements will be forward and/or backward rotational movements. The whole sequence will show good body positions, control, flow and balance</li> <li>at least 4 different vaults over apparatus in different positions, movements will show very good preparation, approach, take-off, control in flight and landing as well as correct body position throughout</li> </ul> </li> <li>• an ability to analyse technique in fine detail and make informed suggestions, based on sound knowledge of how performance may be improved</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
16–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of the principles, rules and regulations of gymnastics</li> <li>• an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule</li> <li>• an ability to perform:               <ul style="list-style-type: none"> <li>a sequence of at least 8 different linked floor movements requiring effective control, balance and flow throughout. Three of the movements will be rotational movements and all should show clear body positions</li> <li>at least 3 different vaults over apparatus in different positions, movements should show approach, flight, control and landing to a good standard</li> </ul> </li> <li>• an ability to analyse what they and others have done and make judgements on how improvements might be made</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
11–15	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound knowledge of the principles, rules and regulations of gymnastics</li> <li>• an ability to plan a complex sequence of movements and incorporate them into a training schedule</li> <li>• an ability to perform:               <ul style="list-style-type: none"> <li>a sequence of at least 8 different linked floor movements requiring control, balance, transfer of weight, flow and clear body positions</li> <li>two different vaults requiring a good measure of speed, balance and control over the apparatus and on landing</li> </ul> </li> <li>• an ability to analyse what they and others have done and make useful suggestions to improve subsequent movements</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>

Marks	Description
6–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of some of the principles, rules and regulations of gymnastics</li> <li>• an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule</li> <li>• a basic ability to perform: <ul style="list-style-type: none"> <li>• a sequence of at least 6 different linked floor movements requiring balance, flow and some transference of weight</li> <li>• two vaults requiring a distinct measure of control</li> </ul> </li> <li>• an ability to appreciate what they and others have done and make simple observations to improve performance</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0–5	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of some of the principles, rules and regulations of gymnastics</li> <li>• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule</li> <li>• a limited ability to perform: <ul style="list-style-type: none"> <li>• a simple sequence of at least 6 different linked movements</li> <li>• a simple vault over a box</li> </ul> </li> <li>• an ability to appreciate what they and others have done and say in simple terms how improvement might be made</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

### CATEGORY 3 – DANCE

Candidates should demonstrate knowledge and understanding in order to:

- compose and perform accurately and expressively increasingly complex and technically demanding dances that successfully communicate the artistic intention
- perform and create dances in a range of styles, showing understanding of form and content
- design and evaluate aspects of production for their own composition
- evaluate aspects of dance, including choreography, performance, cultural and historical contexts and productions
- extend their dancing ability
- plan, undertake and evaluate a safe health-promoting exercise programme.

#### Dance Assessment

##### Planning, performing and evaluating

Marks	Description
21–25	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>• the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form</li> <li>• the ability to develop and refine more advanced abilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of advanced skills, selecting from them to suit the needs of the event and the audience. Performances will have a high level of control and flair</li> <li>• the ability to take a number of roles in a group and show some planning and leadership skills</li> <li>• a detailed understanding of the role of the rules and conventions of dance</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
16–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to compose and perform a wide range of technical and expressive skills separately and in combination</li> <li>• the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas</li> <li>• the ability to work effectively with others in adapting ideas and actions to incorporate the level of skill that others have and make clear, accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, define and improve it</li> <li>• the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning</li> <li>• a detailed understanding of the role of the rules and conventions of dance</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
11–15	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention</li> <li>• the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques</li> <li>• the ability to analyse critically performance, choreography and aspects of production with some knowledge of social, historical and cultural contexts</li> <li>• the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes</li> <li>• a sound understanding of the role of the rules and conventions of dance</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health promoting exercise programme.</li> </ul>

Marks	Description
6–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• sound performance skills in a range of styles</li> <li>• the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances</li> <li>• the ability to describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention and reflect upon their own work and that of their peers to improve the quality of performance and compositions</li> <li>• the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely</li> <li>• a basic understanding of the role of the rules and conventions of dance</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0–5	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to use simple compositional principles with help: they may also need support in devising and presenting dances. They find dance styles challenging to perform</li> <li>• the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views</li> <li>• the ability to identify some strengths and weaknesses in their own compositions and performances, needing support when researching community dance opportunities</li> <li>• the ability to have some sense of what they need to do to warm up and cool down</li> <li>• some understanding of the role of the rules and conventions of dance</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

## CATEGORY 4 – ATHLETIC ACTIVITIES

### Track and Field Athletics

Candidates should demonstrate knowledge and understanding in order to:

- plan, carry out and evaluate an effective training schedule for selected events
- perform increasingly advanced techniques in selected events and know how to improve performance
- apply the strategies and tactics in their chosen events
- extend their personal capabilities and evaluate performance in the selected events
- extend their athletics ability
- plan, undertake and evaluate a safe health-promoting exercise programme.

### Track and Field Athletics Assessment

#### Planning, performing and evaluating

Marks	Description
21–25	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality</li> <li>• the ability to perform in three events in athletics (no more than two from any one group) showing very good technique and consistently high standards of control and fluency, and where appropriate power, speed and stamina. (For boys, 245 points, for girls, 200 points)</li> <li>• the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team</li> <li>• the ability to evaluate their own work and independently make adjustment to technique in response to changing circumstances, show sound leadership skills</li> <li>• a thorough understanding of the role of the rules and conventions of the activity</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
16–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to select and combine advanced techniques, adapt these to the demands of the athletic activity and modify their technique in the light of changing circumstances, and where appropriate showing speed, power and stamina. (For boys, 205 points, for girls, 165 points)</li> <li>• the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance</li> <li>• the ability to plan the ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance and health outcomes</li> <li>• the ability to show good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly</li> <li>• a detailed understanding of the role of the rules and conventions of the activity</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>
11–15	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform fluently and with confidence in at least three events in athletics showing the relationship between fitness, technique and strategy. (For boys, 165 points, for girls, 130 points)</li> <li>• the ability to adapt and modify their technique as a result of analysis of both their own and others' performance, and use tactics effectively</li> <li>• the ability to work independently on their training programme and monitor improvements in performance</li> <li>• the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas</li> <li>• a sound understanding of the role of the rules and conventions of the activity</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>

Marks	Description
6–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform with good sound technique in a limited number of athletics events. (For boys, 125 points, for girls, 90 points)</li> <li>• the ability to appreciate the different fitness demands in a variety of events/exercises and use basic tactics</li> <li>• the ability to design and implement a basic training programme for their chosen events/activities and work with others in supporting them in organising small competitions/events</li> <li>• the ability to draw on ideas given to them in order to warm up and cool down safely</li> <li>• a basic understanding of the role of the rules and conventions of the activity</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0–5	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• the ability to perform the basic requirements of various events. (For boys, 85 points, for girls, 60 points)</li> <li>• the ability to attempt to master technical aspects of events</li> <li>• the ability to carry out practices and ideas given to them by others and use simple tactics in order to help to improve their performance</li> <li>• the ability to plan a training programme with assistance and understand the benefits of effective warm up and cool down and attempt to improve their ability by observing and copying other pupils' performance</li> <li>• some understanding of the role of the rules and conventions of the activity</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>

## CATEGORY 5 – OUTDOOR AND ADVENTUROUS ACTIVITIES

### Hill Walking and Campcraft or Hostelling

Candidates should demonstrate knowledge and understanding in order to:

- prepare for and undertake a journey safely in an unfamiliar environment
- develop their own ideas for creating challenges for others
- use increasingly complex techniques and safety procedures appropriate to the activity undertaken
- appreciate the effects of nutrition and climatic conditions on the body, through the activity undertaken, and be aware of, and respond to, changing environmental conditions
- extend their knowledge, understanding and ability
- plan, undertake and evaluate a safe health-promoting exercise programme.

### Hill Walking and Campcraft or Hostelling Assessment

#### Planning, performing and evaluating

Marks	Description
21–25	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very thorough knowledge of a range of equipment used in this activity, how to use it and look after it</li> <li>• an ability to plan in consultation with others, and in great detail, an expedition over three days, with nights spent at different sites/hostels, over a total distance of between 24–28 miles/ 40–45 km</li> <li>• an ability to interpret map information in detail and to navigate safely with great accuracy along undefined footpaths in an unfamiliar area</li> <li>• an ability to assess situations and, after consultation, take a sensible and appropriate course of action</li> <li>• an ability to apply advanced techniques</li> <li>• an ability to note the effects of nutrition and climatic conditions on the body, be aware of the effects the conditions might be having on others and take the most sensible course of action</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>
16–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed knowledge of equipment required and how to use it on an expedition</li> <li>• a detailed knowledge of route and equipment planning in readiness for a three day expedition over a distance of 24–28 miles/40–45 km using different sites/hostels</li> <li>• an ability to interpret map information and to navigate safely with considerable accuracy along well trodden footpaths in an unfamiliar area</li> <li>• an ability to assess situations and take appropriate and sensible courses of action</li> <li>• an ability to apply advanced techniques such as navigating accurately with a compass</li> <li>• an ability to seek out and interpret all useful information in order to use it for the success of the venture</li> <li>• an ability to understand and respond to the body's needs/responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance</li> <li>• an ability to analyse in detail what they and others have done and make judgements on how improvements to future ventures might be made</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>

Marks	Description
11–15	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an ability to plan for an expedition noting the basic requirements</li> <li>• a sound knowledge of route and equipment plans in readiness for a two day expedition over a distance of 16–20 miles/25–30 km</li> <li>• an ability to map read and navigate occasionally with consultation with others, with only minor errors along well trodden footpaths safely in an unfamiliar area</li> <li>• an ability to use basic techniques such as map setting with a compass, without guidance</li> <li>• route planning using Naismith's Rule without guidance</li> <li>• meal preparation</li> <li>• an ability to collect all useful information in advance of the venture and discuss any implications</li> <li>• an ability to observe all the rules as they apply to the countryside, campcraft and safety</li> <li>• a sound understanding of the body's needs/responses to exercise and weather conditions</li> <li>• an ability to analyse what they and others have done and make useful suggestions to improve subsequent ventures</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>
6–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of equipment, its uses and how to look after it</li> <li>• a basic knowledge of route and equipment planning in readiness for one or two day(s) expedition over a distance of between 12–16 miles/20–25 km</li> <li>• an ability to navigate safely, with minimum guidance, over short distances, along well trodden footpaths in an unfamiliar area</li> <li>• an ability to work as part of a group sharing responsibilities</li> <li>• an ability to use simple techniques such as map setting visually with guidance</li> <li>• planning routes using Naismith's Rule with guidance</li> <li>• tent erection with due regard to weather/ground conditions</li> <li>• an ability to collect local weather and other information and use it to advantage on the venture</li> <li>• an ability to observe all the rules as they apply to the countryside, campcraft and safety</li> <li>• an understanding of the body's needs/responses to exercise and weather changes</li> <li>• an ability to appreciate what they and others have done and make simple observations</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>
0–5	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a simple knowledge of the basic equipment required for the venture and how to use it</li> <li>• a limited knowledge of how to prepare simple route and equipment sheets for a planned expedition over a distance of 6–8 miles/10–15 km</li> <li>• an ability, with guidance, to navigate safely over a short distance along well trodden footpaths in an unfamiliar area</li> <li>• an ability, as part of a team, to work to achieve a successful outcome</li> <li>• an ability to understand simple techniques such as map orientation, load packing and carrying</li> <li>• an ability to receive/collect local weather and topographical information and make certain judgements</li> <li>• an ability to observe simple rules as they apply to the countryside, campcraft and safety</li> <li>• an awareness of the body's needs/responses to exercise and weather changes</li> <li>• an ability to appreciate at a minimal level what they and others have done</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>



**CATEGORY 6 – SWIMMING****Swimming**

Candidates should demonstrate knowledge and understanding in order to:

- implement the rules for competition and prepare for and participate in races in the various sprint, distance, medley and team events
- develop further the application and evaluation of the principles and practice of rescue and resuscitation in water based activities
- develop, apply and evaluate their skills in selected water based activities
- extend their knowledge, understanding and swimming ability
- plan, undertake and evaluate a safe health-promoting exercise programme.

**Swimming Assessment****Planning, performing and evaluating**

Marks	Description															
21–25	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a very detailed knowledge and understanding of the rules as they apply to all swimming competitions</li> <li>• an ability to plan in fine detail and carry out prior to competition a preparation programme covering every aspect of warm up and training schedule</li> <li>• an ability to swim 50m using three different strokes with the correct arm, leg, breathing technique in less than the following times:</li> </ul> <table data-bbox="414 1097 981 1243" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Boys</th> <th style="text-align: center;">Girls.</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Front Crawl</td> <td style="text-align: center;">47 secs</td> <td style="text-align: center;">49 secs</td> </tr> <tr> <td style="text-align: right;">Breast Stroke</td> <td style="text-align: center;">56 secs</td> <td style="text-align: center;">59 secs</td> </tr> <tr> <td style="text-align: right;">Back Crawl</td> <td style="text-align: center;">51 secs</td> <td style="text-align: center;">54 secs</td> </tr> <tr> <td style="text-align: right;">Butterfly</td> <td style="text-align: center;">49 secs</td> <td style="text-align: center;">52 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• a detailed knowledge to make accurate assessment of a situation in order to plan the correct sequence of life saving procedures</li> <li>• an ability to carry out very competently any land or water based rescue as required and use the appropriate life support skills</li> <li>• an ability to analyse swimming and life saving techniques in fine detail and make informed suggestions, based on sound knowledge, on how performances may be improved</li> <li>• an ability to plan, undertake and evaluate thoroughly a safe health-promoting exercise programme.</li> </ul>		Boys	Girls.	Front Crawl	47 secs	49 secs	Breast Stroke	56 secs	59 secs	Back Crawl	51 secs	54 secs	Butterfly	49 secs	52 secs
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16–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a detailed understanding of the rules as they apply to all swimming competitions</li> <li>• an ability to carry out without supervision a preparation programme which includes a warm up and training schedule</li> <li>• an ability to swim 50 m using three different strokes with the correct leg, arm and breathing technique in less than the following times:</li> </ul> <table data-bbox="414 1680 981 1825" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Boys</th> <th style="text-align: center;">Girls</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Front Crawl</td> <td style="text-align: center;">50 secs</td> <td style="text-align: center;">52 secs</td> </tr> <tr> <td style="text-align: right;">Breast Stroke</td> <td style="text-align: center;">59 secs</td> <td style="text-align: center;">62 secs</td> </tr> <tr> <td style="text-align: right;">Back Crawl</td> <td style="text-align: center;">54 secs</td> <td style="text-align: center;">57 secs</td> </tr> <tr> <td style="text-align: right;">Butterfly</td> <td style="text-align: center;">52 secs</td> <td style="text-align: center;">55 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• a sound knowledge to carry out the correct sequence of life saving procedures and nearly always make the correct decisions on the procedure to take</li> <li>• an ability to carry out a wide range of land and water based rescue skills (contact and non-contact) and life support skills</li> <li>• an ability to analyse in detail what they and others have done and make judgements on how improvements to performance can be made</li> <li>• an ability to plan, undertake and evaluate in considerable detail a safe health-promoting exercise programme.</li> </ul>		Boys	Girls	Front Crawl	50 secs	52 secs	Breast Stroke	59 secs	62 secs	Back Crawl	54 secs	57 secs	Butterfly	52 secs	55 secs
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Marks	Description															
11–15	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a sound understanding of the rules of most swimming competitions</li> <li>• an ability to carry out with supervision a preparation programme which includes a warm up, practice and training schedule</li> <li>• an ability to swim 50 m using the correct leg, arm and breathing technique in three of the following strokes in less than the following times:</li> </ul> <table border="0" data-bbox="462 425 1037 571"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Front Crawl</td> <td>53 secs</td> <td>55 secs</td> </tr> <tr> <td>Breast Stroke</td> <td>62 secs</td> <td>65 secs</td> </tr> <tr> <td>Back Crawl</td> <td>57 secs</td> <td>60 secs</td> </tr> <tr> <td>Butterfly</td> <td>55 secs</td> <td>58 secs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• a sound knowledge to carry out, with supervision, the correct sequence of life saving procedures and frequently make the correct decisions on the procedures to take</li> <li>• an ability to perform land and water based rescues (non-contact) skills, land subject, carry out life support skills and disposal</li> <li>• an ability to analyse what they and others have done and make useful suggestions to improve further action</li> <li>• an ability to plan, undertake and evaluate in basic terms a safe health-promoting exercise programme.</li> </ul>		Boys	Girls	Front Crawl	53 secs	55 secs	Breast Stroke	62 secs	65 secs	Back Crawl	57 secs	60 secs	Butterfly	55 secs	58 secs
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Butterfly	55 secs	58 secs														
6–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• an understanding of some of the rules of competition particularly those in which they participate</li> <li>• an ability to carry out a simple warm up, practice and training schedule under close supervision</li> <li>• an ability to swim distances of 50 m using two different strokes with the correct arm, leg and breathing technique, without a pause</li> <li>• a basic knowledge to carry out, with supervision the correct sequence of life saving procedures and occasionally make the correct decision on the procedures to take</li> <li>• an ability to execute a land-based rescue, land subject, carry out simulated resuscitation</li> <li>• an ability to describe the reasons for the course of action</li> <li>• an ability to plan, undertake and evaluate in simple terms a safe health-promoting exercise programme.</li> </ul>															
0–5	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> <li>• a limited understanding of the rules of competitions</li> <li>• a minimum knowledge of basic requirements of a warm up, practice and training schedule</li> <li>• an ability to move through the water a distance of 50 m showing a form of stroke</li> <li>• a minimum knowledge of the basic requirements of life-saving occasionally making the correct decision on the appropriate action to take</li> <li>• an ability to execute a land-based rescue including landing, swimming assistance, simple life support skills and disposal</li> <li>• an ability to appreciate what they and others have done</li> <li>• an ability to plan, undertake and evaluate in very simple terms a safe health-promoting exercise programme.</li> </ul>															

## **NOTES OF GUIDANCE ON COURSEWORK**

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### **Assessment Objectives**

The assessment objectives which have to be met through the assessment of practical activities are:

1. Candidates should be able to demonstrate physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.
2. Candidates should be able to demonstrate their ability to analyse and improve their own and others' performance.

### **Weighting of Marks for the Practical Activities**

<b>Assessment Objective 1</b>	Planning, Performing and Evaluating	50%
<b>Assessment Objective 2</b>	Analysing and Improving	10%

**Practical Activities – Categories**

Category 1 – Games	Category 2 – Gymnastic Activities	Category 3 Dance	Category 4 – Athletic Activities	Category 5 – Outdoor and Adventure Activities	Category 6 – Swimming
Association Football	Artistic Gymnastics (floor and vaults)	Various styles	Cross Country Running	Canoeing	Personal Survival
Badminton	Figure Skating (Individual)		Track & Field Athletics	Hill Walking and Campcraft or Hostelling	Swimming (including Life Saving)
Basketball	Rhythmic Gymnastics		Weight Training for Fitness	Horse Riding	
Cricket	Trampolining			Orienteering	
Goalball				Rock Climbing	
Golf				Sailing	
Hockey				Skiing	
Netball				Windsurfing	
Rounders					
Rugby Union					
Softball					
Squash					
Table Tennis					
Tennis					
Volleyball					

Centres will assess candidates according to the approved criteria supplied by SEAB.

Candidates must choose **four** activities from a minimum of **two** of the **six** categories outlined above.

Examples of mark record sheets are given and SEAB will require Centres to provide evidence of this nature when Centres are moderated.

## ASSESSMENT OF PRACTICAL ACTIVITIES

### Planning, Performing and Evaluating (50% of the total marks)

Planning, performing and evaluating should be seen as a continuous, interrelated process and should be assessed accordingly.

Central to the teacher's assessment of a candidate's ability to plan, perform and evaluate must be the performance level of the candidate. Therefore, the candidate must first of all meet the performance assessment descriptors at a particular level. The candidate's mark, within the range of marks for that level, will be decided by his/her ability to meet the other assessment objectives at the level.

### Other Considerations Concerning Assessment

All Centres are required to provide video recorded evidence of Planning, Performing and Evaluating for most of the practical activities. Centres will be notified by SEAB on the practical activities that will require video recording.

Teachers must ensure that all work produced by candidates, logs of all coursework sessions, and records of assessment are retained and are available for inspection, if required, by SEAB.

### Guidance on the requirements for video evidence of coursework

Centres offering the Physical Education syllabus to their students are required to provide video recorded evidence of their candidates' practical performance. The video recorded evidence, on DVD format, should be sent to SEAB by the stipulated coursework deadline. The following guidelines are offered to Centres to assist them in the production of the DVD.

Each activity should be approximately 15 minutes in duration.

Candidates should be identified by large numbered bibs or card numbers pinned back and front.

Individual activity Candidate Mark sheets showing the candidates' marks in rank order for each activity should accompany the DVD. Candidates shown on the DVD should be identified on the Candidate Mark sheets.

Assessment Objective 1 (*Planning, Performing and Evaluating*). Candidates should be seen taking a small group through a five minute warm up routine (if this is possible). In each activity, candidates should be seen demonstrating their ability to perform the essential skills in the activity. These can best be shown first of all in isolation. For example, in Basketball, the ability to dribble, pass and receive the ball, and perform different methods of scoring in an unopposed situation should be shown. Candidates then need to be seen demonstrating the skills within the context of the activity. As such, it may then be possible to place candidates in a small game or group situation where team skills, if applicable, can be demonstrated. Finally, although candidate numbers or external circumstances may not allow this, candidates should ideally be seen in a full game situation, where the identified candidates should be tracked by the camera. In activities which are objectively tested, video recordings are not required. However, for Cross Country Running, Track and Field Athletics or Swimming, Centres must send all recorded times and distances in support of the mark awarded. In addition, details on the running course for Cross Country Running should also be provided. For Hill Walking and Camping/Hostelling, evidence of Planning, Performing and Evaluating in the form of route sheets, route tracings, equipment and menu lists and expedition logs should be provided.

A running commentary, constantly identifying candidates in the activity situation is also very helpful to the Moderator. By commentating the teacher can identify candidates' strengths and weaknesses.

Assessment Objective 2 (*Analysing and Improving*). Candidates should be seen in a situation where they are asked certain questions, probably by the teacher, where they explain in simple terms a skill being demonstrated by a colleague. Written evidence supporting the marks awarded for *Analysing and Improving* for the sample of candidates should accompany the DVD.

The DVD recorded evidence for indoor activities should be shot in good light.

The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a television screen.

Captions on the DVD are not essential.

Boys and girls can be filmed together but marks should be shown separately and in ranked order.

Accompanying notes are useful. An accurate description of how well candidates are performing should be given because the marks of unseen candidates will be affected. If a candidate is off form the reasons should be stated.

The following documentation should be sent with the DVD:

MS1, Coursework Assessment Form, Candidate Mark sheets for all activities offered and any written *Analysing and Improving* evidence. These must reach SEAB by the stipulated deadline.

### **Analysing and Improving (10% of the total mark)**

The ability of a candidate to analyse and improve his/her and others' performance will be assessed using the criteria below and marks awarded accordingly.

#### **Criteria for assessing Analysing and Improving**

<b>Description</b>	<b>Marks</b>
A candidate will be able to: <ul style="list-style-type: none"> <li>recognise strengths and weaknesses in their own performances in fine detail</li> <li>demonstrate a detailed knowledge of the methods and techniques which can be used to refine/modify subsequent attempts/practices in order for the performer to achieve success</li> <li>officiate/referee in a game/competition to a very good standard and with total authority.</li> </ul>	5
A candidate will be able to: <ul style="list-style-type: none"> <li>recognise in detail the strengths and weaknesses in themselves and others' performances and make informed judgements on how performances may be consolidated and improved through repetition and practice</li> <li>referee/officiate in a game/competition to a good standard but because of a slight lack of knowledge or assertiveness they may not be able to impose themselves on the game/competition as well as they might.</li> </ul>	4
A candidate will be able to: <ul style="list-style-type: none"> <li>appreciate strengths and weaknesses in their own and others' performances and make informed comments on how improvements may be made</li> <li>reliably fulfil the role of official/referee with moderate success in a game/competition.</li> </ul>	3
A candidate will be able to: <ul style="list-style-type: none"> <li>identify weaknesses and good performances in themselves and others and can offer ways of improving them with guidance</li> <li>officiate/referee in a game/competition with partial success, but will be seen to have weaknesses, such as the inability to exert full control of the situation, probably as a result of a lack of knowledge and/or assertiveness.</li> </ul>	2
A candidate will be able to: <ul style="list-style-type: none"> <li>observe some strengths and weaknesses in their own and others' performances but will find it difficult to offer solutions to improve the skills or techniques even with guidance</li> <li>officiate/referee in a game/competition but only in a minor role.</li> </ul>	0–1

Evidence to support teachers' assessment of candidates' ability to analyse and improve must be provided by Centres. All candidates are required to produce a written Analysing and Improving task for each of their four chosen practical activities. Each of the candidate's four written Analysing and Improving tasks must be internally assessed by a teacher at the Centre and be awarded a mark out of 5 for each task. Centres are to submit one of the written Analysing and Improving tasks from each candidate to Cambridge for external moderation.

Guidance on how the written Analysing and Improving task should be structured can be found on page 37 of the syllabus.

#### **Periodic Assessment**

It is recommended that teachers assess candidates at least three times during the two-year course of study so that a periodic, progressive assessment procedure is evident. However, formal assessment may only begin in the year preceding the examination year, after Term 1.

## **STANDARDISATION AND MODERATION**

All coursework is marked by the teacher. Where more than one teacher is involved in the assessment, an internal standardisation exercise must be carried out before marking begins. The Head of Department or teacher in charge of the subject will also need to ensure that the work of all the assessors is sampled and, if necessary, internally moderated. This is to ensure that marking by individual teachers is consistent and in line with the national standard so that a valid rank order of all candidates in the Centre is produced. In Centres where there is more than one assessor, the Centre must provide SEAB with details of how internal standardisation has been carried out, as well as details of any internal moderation of marks, if any has been necessary. All Coursework will be externally moderated.



**GCE PHYSICAL EDUCATION (6080)  
CANDIDATE MARK SHEET  
RANK ORDER**

CENTRE NUMBER .....

CENTRE NAME .....

ACTIVITY CATEGORY .....

DVD ID (e.g. R8, B2 etc.)	Candidate Number (Rank Order)	Candidate Name	Planning, Performing and Evaluating (25)	Analysing and Improving (5)	Total (30)





**GCE PHYSICAL EDUCATION (6080)  
CANDIDATE MARK SHEET  
RANK ORDER**

CENTRE NUMBER .....

CENTRE NAME .....

TRACK AND FIELD ATHLETICS

Candidate Number (Rank Order)	Candidate Name	Planning, Performing and Evaluating (25)					Analysing and Improving (5)	Total (30)
		Event	Time/ Distance	Event Points (100)	Total Points (300)	Mark (25)		



**GCE PHYSICAL EDUCATION (6080)  
CANDIDATE MARK SHEET  
RANK ORDER**

CENTRE NUMBER .....

CENTRE NAME .....

SWIMMING

Candidate Number (Rank Order)	Candidate Name	Planning, Performing and Evaluating (25)			Analysing and Improving (5)	Total (30)
		Stroke	Time	Mark (25)		



**GCE PHYSICAL EDUCATION (6080)  
CANDIDATE MARK SHEET  
RANK ORDER**

CENTRE NUMBER .....

CENTRE NAME .....

CROSS-COUNTRY RUNNING

Candidate Number (Rank Order)	Candidate Name	Time	Planning, Performing and Evaluating (25)	Analysing and Improving (5)	Total (30)

## GCE PHYSICAL EDUCATION (6080) INDIVIDUAL CANDIDATE MARK SHEET

CENTRE NUMBER .....

CENTRE NAME .....

CANDIDATE NUMBER .....

CANDIDATE NAME .....

Category	Activity	Date of Assessment	Planning, Performing and Evaluating (25)	Analysing and Improving (5)	Total (30)	Best Score

**GCE PHYSICAL EDUCATION (6080)  
ANALYSING AND IMPROVING TASK**

Candidates must complete the analysing and improving task for **all** of their chosen activities.

Candidate Number ..... Candidate Name.....

**Assessment of candidates' ability to analyse and improve their own and others' performance.**

Part of the assessment should take the form of an observational/written task, an example of which is given on the following page.

**GCE PHYSICAL EDUCATION (6080)  
ANALYSING AND IMPROVING TASK  
EXAMPLE**

**Analysing and Improving Task**

**Task**

Choose a member of the school activity group.  
Observe the player/competitor/participant in a practice/game/activity situation.

Identify the player/competitor/participant .....

Activity .....

Position/role .....

**Task Instructions**

1. Identify the important skills/techniques needed for a participant in their position/role.
2. List in detail
  - the strengths of the player/competitor/participant
  - the weaknesses of the player/competitor/participant.
3. Suggest ways in which any strengths or weaknesses might be improved or corrected.
4. Discuss with the player/competitor/participant your findings and record their views/reactions.

This task is to be carried out under supervised and timed conditions as stipulated by SEAB and should then be immediately handed to the teacher upon completion.

The candidate's response should be retained by the teacher as support for the candidate's mark for analysing and improving.

**GCE PHYSICAL EDUCATION (6080)  
COURSEWORK ASSESSMENT FORM**

Please read the instructions printed on the following page before completing this form.

<b>Centre Number</b>								<b>Centre Name</b>	
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Candidate Number	Name of Candidate	Teaching Group/ Set	Code*	Activity 1			Activity 2			Activity 3			Activity 4			TOTAL MARK Max	TOTAL Max
				P.P.E.	Analysis /Imp	Total	P.P.E.	Analysis /Imp	Total	P.P.E.	Analysis /Imp	Total	P.P.E.	Analysis /Imp	Total		
				/25	/5	/30	/25	/5	/30	/25	/5	/30	/25	/5	/30		

\*Enter activity code from those listed on page 40 (e.g. AF, Bad, Bas, etc.)

Name of teacher completing this form	Signature	Date
Name of Principal	Signature	Date

6080 PHYSICAL EDUCATION GCE ORDINARY LEVEL SYLLABUS (2018)

**INSTRUCTIONS FOR COMPLETION**

1. Teachers must be thoroughly familiar with the appropriate sections of the syllabus, the criteria for awarding marks and the General Coursework Regulations.
2. List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
3. Mark the Coursework according to the guidance and criteria given in the syllabus.
4. Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
5. For **each** activity: in the first column enter the code,  
in the second column, the mark for planning, performing and evaluating (out of 25),  
in the third column, the mark for analysis and improvement (out of 5).

Total these marks in the 'Activity Total' column. The marks for **four** activities from at least **two** categories (see below) should be entered in the appropriate columns.

6. Add the marks for the four activities together and enter the total out of 120 in column headed 'Total Mark Max 120'.
7. Divide the total marks (out of 120) by 2 to produce a final total (out of 60).
8. Ensure that the addition of the marks is independently checked.
9. Retain the forms securely pending further instructions from SEAB.

**EXTERNAL MODERATION**

Documents will be sent to you if required for the purpose of external moderation.

**Activity Categories and Codes**

<b>Games Category</b>	Association Football	=	AF	Rounders	=	Ro
	Badminton	=	Bad	Rugby Union	=	RU
	Basketball	=	Bas	Softball	=	So
	Cricket	=	Cr	Squash	=	Sq
	Goalball	=	Gb	Table Tennis	=	Ta
	Golf	=	Go	Tennis	=	Te
	Hockey	=	Ho	Volleyball	=	Vo
	Netball	=	Ne			
<b>Gymnastic Activities</b>	Artistic Gymnastics	=	AG	Rhythmic Gymnastics	=	RG
	Figure Skating	=	FS	Trampolining	=	Tr
<b>Dance</b>	Dance	=	Da			
<b>Athletic Activities</b>	Cross Country Running	=	CC	Weight Training	=	WT
	Track and Field Athletics	=	Ath			
<b>Outdoor/Adventurous Activities</b>	Canoeing	=	Ca	Rock Climbing	=	RC
	Hill Walking, Campcraft or Hostelling	=	Hil	Sailing	=	Sa
	Horse Riding	=	Hor	Skiing	=	Sk
	Orienteering	=	Or	Windsurfing	=	Wi
<b>Swimming</b>	Personal Survival	=	PS	Swimming (including lifesaving)	=	Sw