AQA
Realising potential

A-LEVEL
PHYSICAL EDUCATION
(7582)

Specification
For teaching from September 2016 onwards
For A-level exams in 2018 onwards

Version 1.6 August 2026

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/7582
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for A-level Physical Education

Our A-level Physical Education qualification allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. We've worked with teachers, higher education, the Youth Sport Trust and other subject experts to design our specifications. You'll be familiar with most of the content, yet you'll see we've refreshed a number of topics to reflect contemporary changes.

You can find out about all our Physical Education qualifications at aqa.org.uk/pe

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/7582 to see all our teaching resources. They include:

- flexible schemes of work to help you plan for course delivery in your own way
- individual lesson plans in specific topic areas to assist you in providing continuity and progression in teaching
- specimen assessment materials that will give your students a clear idea as to what is expected in the exams
- a student textbook from an AQA approved publisher
- practical exemplars to help you and your students with assessment standards
- training courses to help you deliver physical education qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/7582 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- sample papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

Analyse your students' results with Data Insights

We've replaced Enhanced Results Analysis (ERA) with a new platform – Data Insights. It does the same things as ERA – and more. Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching. Find out more at aqa.org.uk/data-insights

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Time in the classroom is precious, but we understand that as your career develops, the skills and knowledge you need may change. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Feedback sessions to understand how students have performed in this year's exams.
- Virtual communities where you can chat to teachers in your subject area about what's important to you.

This is just the start . Our events calendar is full of different ways for you to learn, understand and be inspired. Find out more at aqa.org.uk/professional-development.

Help and support available

Visit our website for information, guidance, support and resources at aqa.org.uk/7582

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformed

Alternatively, you can call or email our subject team direct.

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

2.1 Subject content

1. Applied anatomy and physiology (page 9)
2. Skill acquisition (page 12)
3. Sport and society (page 16)
4. Exercise physiology (page 19)
5. Biomechanical movement (page 20)
6. Sport psychology (page 22)
7. Sport and society and the role of technology in physical activity and sport (page 27)

2.2 Assessments

Paper 1: Factors affecting participation in physical activity and sport
What's assessed Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society
How it's assessed • Written exam: 2 hours • 105 marks • 35% of A-level
Questions • Section A: multiple choice, short answer and extended writing (35 marks) • Section B: multiple choice, short answer and extended writing (35 marks) • Section C: multiple choice, short answer and extended writing (35 marks)

Paper 2: Factors affecting optimal performance in physical activity and sport
What's assessed Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport
How it's assessed • Written exam: 2 hours • 105 marks • 35% of A-level
Questions • Section A: multiple choice, short answer and extended writing (35 marks) • Section B: multiple choice, short answer and extended writing (35 marks) • Section C: multiple choice, short answer and extended writing (35 marks)

+

Non-exam assessment: Practical performance in physical activity and sport
What's assessed Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.
How it's assessed • Internal assessment, external moderation • 90 marks • 30% of A-level

3 Subject content

3.1 Factors affecting participation in physical activity and sport

3.1.1 Applied anatomy and physiology

Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.

Students should be able to interpret data and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.

3.1.1.1 Cardio-respiratory system

Students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.

3.1.1.2 Cardiovascular system

Content	Additional information
Understanding of the impact of physical activity and sport on the health and fitness of the individual.	Health (heart disease, high blood pressure, effects of cholesterol, stroke). Fitness (cardiac output – trained and untrained individuals, maximal and sub-maximal exercise).
The hormonal, neural and chemical regulation of responses during physical activity and sport.	Anticipatory rise. Redistribution of blood (vascular shunting vasoconstriction, vasodilation). Cardiac conduction system. Sympathetic and parasympathetic. Carbon dioxide.
Receptors involved in regulation of responses during physical activity.	Chemoreceptor, proprioceptor, baroreceptor.

Content	Additional information
Transportation of oxygen.	Haemoglobin. Myoglobin. Oxyhaemoglobin disassociation curve. Bohr shift.
Venous return.	Mechanisms. Relationship with blood pressure (systolic, diastolic).
Starling's law of the heart.	
Cardiovascular drift.	
Arterio-venous oxygen difference (A-VO_2 diff).	Variations in response to an exercise session. Variations between trained and untrained individuals. Adaptations to body systems resulting in training effect.

3.1.1.3 Respiratory system

Content	Additional information
Understanding of lung volumes and the impact of and on physical activity and sport.	Residual volume. Expiratory reserve volume. Inspiratory reserve volume. Tidal volume. Minute Ventilation.
Gas exchange systems at alveoli and muscles.	Oxygen and carbon dioxide. Principles of diffusion and partial pressures.
The neural and chemical regulation of pulmonary ventilation during physical activity and sport.	Sympathetic and parasympathetic. Carbon dioxide.
Receptors involved in regulation of pulmonary ventilation during physical activity.	Chemoreceptor, proprioceptor, baroreceptor.
Impact of poor lifestyle choices on the respiratory system.	Smoking. Oxygen transport.

3.1.1.4 Neuromuscular system

Students should understand the relationship between the nervous and muscular systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise.

Content	Additional information
Characteristics and functions of different muscle fibre types for a variety of sporting activities.	Slow twitch (type I). Fast glycolytic (type IIx). Fast oxidative glycolytic (type IIa).
Nervous system.	Sympathetic and parasympathetic.
Role of proprioceptors in PNF.	Muscle spindles. Golgi tendon organ.
The recruitment of muscle fibres.	Motor units. Spatial summation. Wave summation. All or none law. Tetanic.

3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities

Students should understand the relationship between the muscular and skeletal systems to meet the demands of exercise. Students should be able to apply their knowledge and understanding to specific sporting actions and movement in a range of physical activities.

Content	Additional information
Joint actions in the sagittal plane/transverse axis.	Shoulder and hip (flexion, extension and hyperextension). Elbow and knee (flexion and extension). Ankle (plantar flexion and dorsi flexion).
Joint actions in the frontal plane/sagittal axis.	Shoulder and hip (adduction and abduction).
Joint actions in the transverse plane/longitudinal axis.	Shoulder and hip (horizontal abduction and adduction).
Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction.	Isotonic (concentric and eccentric) and Isometric.

3.1.1.6 Energy systems

Students should develop knowledge and understanding of energy systems prior to exercise, during exercise of differing intensities and during recovery.

Content	Additional information
Energy transfer in the body.	Aerobic energy system (glycolosis, kreb/citric acid cycle, beta oxidation, electron transport chain). Anaerobic energy systems (ATP-PC system, anaerobic glycolytic system).
Energy continuum of physical activity.	Consideration for physical activity and sport of different intensities and durations. Differences in ATP generation between fast and slow twitch muscle fibre.
Energy transfer during short duration/high intensity exercise.	Anaerobic energy system. ATP-PC system. Anaerobic glycolytic system (lactate accumulation, lactate threshold, OBLA, lactate producing capacity and sprint/power performance).
Energy transfer during long duration/lower intensity exercise.	Aerobic energy system. Oxygen consumption during exercise (maximal and submaximal oxygen deficit). Oxygen consumption during recovery (excess post-exercise oxygen consumption EPOC).
Factors affecting VO_2 max/aerobic power.	
Measurements of energy expenditure.	Indirect calorimetry. Lactate sampling. VO_2 max test. Respiratory exchange ratio (RER).
Impact of specialist training methods on energy systems.	Altitude training. High Intensity Interval Training (HIIT). Plyometrics. Speed Agility Quickness.

3.1.2 Skill acquisition

This section focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities.

Students should be able to understand and interpret graphical representations associated with skill acquisition theories.

3.1.2.1 Skill, skill continuums and transfer of skills

Content	Additional information
Characteristics of skill.	
Use of skill continua.	Open – closed. Discrete – serial – continuous. Gross – fine. Self-paced – externally paced. High – low. Simple – complex.
Justification of skill placement on each of the continua.	
Transfer of learning.	Positive. Negative. Zero. Bilateral.
Understanding of how transfer of learning impacts on skill development.	

3.1.2.2 Impact of skill classification on structure of practice for learning

Content	Additional information
Methods of presenting practice.	Whole. Progressive part. Whole–part–whole.
Types of practice.	Massed. Distributed. Variable. Mental practice.
Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/ development of skills.	

3.1.2.3 Principles and theories of learning and performance

Content	Additional information
Stages of learning and how feedback differs between the different stages of learning.	Cognitive, associative, autonomous.
Learning plateau.	Causes and solutions.
Cognitive theories.	Insight learning (Gestalt).
Behaviourism.	Operant conditioning (Skinner).
Social learning.	Observational learning (Bandura).
Constructivism.	Social development theory (Vygotsky).
Understanding of how theories of learning impact on skill development.	

3.1.2.4 Use of guidance and feedback

Content	Additional information
Methods of guidance.	Verbal. Visual. Manual. Mechanical.
Understand the different purposes and types of feedback.	Knowledge of performance. Knowledge of results. Positive and negative. Intrinsic. Extrinsic.
Understanding of how feedback and guidance impacts on skill development.	

3.1.2.5 Memory models

3.1.2.5.1 General information processing model, to include:

Content	Additional information
Input.	Senses. Receptors. Proprioception. Perception. DCR process Selective attention.
Decision making.	Short and long term memory
Baddeley and Hitch, working memory model memory system.	Functions and characteristics of components of working memory model.
Output.	
Feedback.	

3.1.2.5.2 Efficiency of information processing to include:

Content	Additional information
Application of Whiting's information processing model to a range of sporting contexts.	
Applied understanding of information processing terms within a sporting context.	Environment. Display. Sensory organs. Perceptual mechanism. Translatory mechanism. Effector mechanism. Muscular system output data. Feedback data.
Definitions of and the relationship between reaction time, response time, movement time.	Simple reaction time. Choice reaction time.
Factors affecting response time.	Hick's law. Psychological refractory period. Single channel hypothesis.

Content	Additional information
Definitions of anticipation.	Temporal. Spatial.
Strategies to improve response time.	
Schmidt's schema theory.	Recall. Recognition. Initial conditions. Response specifications. Sensory consequences. Response outcomes.
Application of schema theory in sporting situations.	
Strategies to improve information processing.	Input – selective attention Decision making process – chunking, chaining, response time, schema.

3.1.3 Sport and society

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society.

Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

3.1.3.1 Emergence of globalisation of sport in the 21st century

In this section, students develop an understanding of popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century.

Specifically students should understand the impact of the following social factors on the development of football, tennis and athletics.

3.1.3.1.1 Pre-industrial (pre-1780)

Content	Additional information
Characteristics of society and impact on sporting recreation.	Two-tier class system. Rural Limited communication/technology/transport Widespread illiteracy Harsh lifestyle

Content	Additional information
Characteristics of sporting recreation (limited to mob football and real tennis.	

3.1.3.1.2 Industrial and post-industrial (1780–1900)

Content	Additional information
Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).	Industrial Revolution. Urbanisation. Transport and communication. The British Empire. Provision through factories. Churches and local authorities. Public schools/universities Three-tier class system (emphasis on middle class and working class). Development of national governing bodies. Consideration of the changing role of women in sport. The status of amateur and professional performers.

3.1.3.1.3 Post World War II (1950 to present)

Content	Additional information
Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics).	The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.
The changing status of amateur and professional performers (limited to development of association football, tennis and athletics).	
Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.	Characteristics of football, athletics and tennis.

3.1.3.2 The impact of sport on society and of society on sport

This section introduces some of the key terms, key concepts and benefits of physical activity to both the individual and society.

3.1.3.2.1 Sociological theory applied to equal opportunities

Content	Additional information
Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society.	Society. Socialisation (primary and secondary). Social processes (social control and social change). Social issues (causes and consequences of inequality). Social structures/stratification (eg schools/ sports clubs).
Understanding social action theory in relation to social issues in physical activity and sport.	Impact of sport on society and of society on sport.
Underrepresented groups in sport.	Disability. Ethnic group. Gender. Disadvantaged.
Understanding the key terms relating to equal opportunities.	Discrimination Stereotyping Prejudice
The barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport.	
Benefits of raising participation.	Health benefits. Fitness benefits. Social benefits.
The interrelationship between Sport England, local and national partners to increase participation at grass roots level and under represented groups in sport.	

3.2 Factors affecting optimal performance in physical activity and sport

3.2.1 Exercise physiology

Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.

3.2.1.1 Diet and nutrition and their effect on physical activity and performance

Content	Additional information
Understand the exercise-related function of food classes.	Carbohydrate. Fibre. Fat (saturated fat, trans fat and cholesterol), protein, vitamins (C,D, B-12, B-complex), minerals (sodium, iron, calcium), water (hydration before, during and after physical activity).
Positive and negative effects of dietary supplements/manipulation on the performer.	Creatine, sodium bicarbonate, caffeine, Glycogen loading.

3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance

Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.

Content	Additional information
Understanding of the key terms relating to laboratory conditions and field tests.	Quantitative and qualitative. Objective and subjective. Validity and reliability.
Physiological effects and benefits of a warm-up and cool down.	Stretching for different types of physical activity (static and ballistic).
Principles of training.	Specificity, progressive overload, reversibility, recovery, Frequency Intensity Time Type of Training (FITT) principles.
Application of principles of periodisation.	Macro cycle, Meso cycle, Micro cycle. Preparation, competition, transition. Tapering, peaking.

Content	Additional information
Training methods to improve physical fitness and health.	HIIT/interval training (anaerobic power). Continuous training (aerobic power). Fartlek (aerobic power). Circuit training (muscular endurance). Weight training (strength). Proprioceptive Neuromuscular Facilitation (PNF) (flexibility).

3.2.1.3 Injury prevention and the rehabilitation of injury

Content	Additional information
Types of injury.	Acute (fractures, dislocations, strains, sprains). Chronic (achilles tendonitis, stress fracture, 'tennis elbow').
Understanding different methods used in injury prevention, rehabilitation and recovery.	Injury prevention methods: Screening. Protective equipment. Warm up, flexibility training (active, passive, static and ballistic), taping and bracing. Injury rehabilitation methods (proprioceptive training, strength training, hyperbaric chambers, cryotherapy, hydrotherapy). Recovery from exercise (compression garments, massage/foam rollers, cold therapy, ice bath, cryotherapy).
Physiological reasons for methods used in injury rehabilitation.	Hyperbaric chambers, cryotherapy.
Importance of sleep and nutrition for improved recovery.	

3.2.2 Biomechanical movement

Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.

Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

3.2.2.1 Biomechanical principles

Content	Additional information
Newton's Three Laws of linear motion applied to sporting movements.	First law (inertia), second law (acceleration), third law (action/reaction). Force.
Definitions, equations and units of example scalars.	Speed, distance.
Centre of mass.	
Factors affecting stability.	Height of centre of mass, area of base of support, position of line of gravity and body mass.

3.2.2.2 Levers

Content	Additional information
Three classes of lever and examples of their use in the body during physical activity and sport.	
Mechanical advantage and mechanical disadvantage of each class of lever.	

3.2.2.3 Linear motion

Content	Additional information
An understanding of the forces acting on a performer during linear motion.	Gravity, frictional force, air resistance, internal-muscular force, weight.
Definitions, equations and units of vectors.	Weight, velocity, displacement, acceleration and momentum.
Definitions, equations and units of scalars.	Mass, speed and distance.
The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs.	

3.2.2.4 Angular motion

Content	Additional information
Application of Newton's laws to angular motion.	
Definitions and units for angular motion.	Angular displacement, angular velocity, angular acceleration.

Content	Additional information
Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.	

3.2.2.5 Projectile motion

Content	Additional information
Factors affecting horizontal displacement of projectiles.	
Factors affecting flight paths of different projectiles.	Shot put, badminton shuttle.
Vector components of parabolic flight.	

3.2.2.6 Fluid mechanics

Content	Additional information
Dynamic fluid force.	Drag and lift.
Factors that reduce and increase drag and their application to sporting situations.	
The Bernoulli principle applied to sporting situations.	Upward lift force (discus). Downward lift force (speed skiers, cyclists, racing cars).

3.2.3 Sport psychology

In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.

Students should be able to understand and interpret graphical representations associated with sport psychology theories.

3.2.3.1 Psychological factors that can influence an individual in physical activities

3.2.3.1.1 Aspects of personality

Content	Additional information
Understanding of the nature vs nurture debate in the development of personality.	Trait, social learning.
Interactionist perspective.	Hollander, Lewin.

Content	Additional information
How knowledge of interactionist perspective can improve performance.	

3.2.3.1.2 Attitudes

Content	Additional information
Triadic model.	Components of an attitude. Formation of attitudes. Changing attitudes through cognitive dissonance and persuasive communication.

3.2.3.1.3 Arousal

Content	Additional information
Theories of arousal.	Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.
Practical applications of theories of arousal and their impact on performance.	
Characteristics of peak flow experience.	

3.2.3.1.4 Anxiety

Content	Additional information
Types of anxiety.	Somatic, cognitive, competitive trait and competitive state.
Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety.	

3.2.3.1.5 Aggression

Content	Additional information
Difference between aggression and assertive behaviour.	
Theories of aggression.	Instinct theory, frustration-aggression hypothesis, social learning theory and aggressive cue theory.
Strategies to control aggression.	

3.2.3.1.6 Motivation

Content	Additional information
Motivation.	Intrinsic, extrinsic, tangible and intangible.

3.2.3.1.7 Achievement motivation theory

Content	Additional information
Atkinson's Model of achievement motivation.	
Characteristics of personality components of achievement motivation.	Need to achieve (Nach) and Need to avoid failure (Naf).
Impact of situational component of achievement motivation.	Incentive value and probability of success.
Achievement goal theory.	Impact of outcome orientated goals and task orientated goals.
Strategies to develop approach behaviours leading to improvements in performance.	

3.2.3.1.8 Social facilitation

Content	Additional information
Social facilitation and inhibition.	Zajonc's model.
Evaluation apprehension.	
Strategies to eliminate the adverse effects of social facilitation and social inhibition.	

3.2.3.1.9 Group dynamics

Students should understand how group dynamics can influence the performance of an individual and/or team.

Content	Additional information
Group formation.	Tuckman's model.
Cohesion.	Task and social.
Steiner's model of potential and actual productivity, faulty group processes.	Including cooperation and coordination.
Ringelmann effect and social loafing.	

Content	Additional information
Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance.	

3.2.3.1.10 Importance of goal setting

Content	Additional information
Benefits of types of goal setting.	Outcome goals, performance related goals, process goals.
Principles of effective goal setting.	SMARTER (specific, measurable, achievable, realistic, time bound, evaluate, re-do).

3.2.3.1.11 Attribution theory

Content	Additional information
Attribution process.	
Weiner's Model and its application to sporting situations.	
Link between attribution, task persistence and motivation.	
Self-serving bias.	
Attribution retraining.	
Learned helplessness.	General and specific.
Strategies to avoid learned helplessness leading to improvements in performance.	

3.2.3.1.12 Self-efficacy and confidence

Content	Additional information
Characteristics of self-efficacy, self-confidence and self-esteem.	
Bandura's Model of self-efficacy.	Performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal.

Content	Additional information
Vealey's Model of self-confidence.	Relationship between trait sport confidence, competitive orientation, the sport situation and state sport confidence.
Effects of home field advantage.	
Strategies to develop high levels of self-efficacy leading to improvements in performance.	

3.2.3.1.13 Leadership

Content	Additional information
Characteristics of effective leaders.	
Styles of leadership.	Autocratic, democratic, laissez-faire.
Leadership styles for different sporting situations.	
Prescribed and emergent leaders.	
Theories of leadership in different sporting situations.	Fiedler's contingency theory and Chelladurai's multi-dimensional model.

3.2.3.1.14 Stress management

Content	Additional information
Explanation of the terms 'stress' and 'stressor'.	
Use of warm up for stress management.	
Effects of cognitive and somatic techniques on the performer.	
Explanation of cognitive techniques.	Mental rehearsal. Visualisation. Imagery. Attentional control and cue utilisation. Thought stopping. Positive self-talk.
Explanation of somatic techniques.	Biofeedback, centering, breathing control, progressive muscle relaxation.

3.2.4 Sport and society and the role of technology in physical activity and sport

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.

3.2.4.1 Concepts of physical activity and sport

Content	Additional information
The characteristics and functions of key concepts and how they create the base of the sporting development continuum.	Physical recreation. Sport. Physical education. School sport.
The similarities and the differences between these key concepts.	

3.2.4.2 Development of elite performers in sport

Content	Additional information
The factors required to support progression from talent identification to elite performance.	
The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance.	National Governing Bodies. National Institutes of Sport. UK Sport.
The support services provided by National Institutes of Sports for talent development.	
The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.	Or equivalent current named programmes.

3.2.4.3 Ethics in sport

Content	Additional information
Understanding of the key terms relating to ethics in sport.	Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.
Positive and negative forms of deviance in relation to the performer.	

3.2.4.4 Violence in sport

Content	Additional information
The causes and implications of violence in sport.	Performer Spectator Sport
Strategies for preventing violence within sport to the performer and spectator.	

3.2.4.5 Drugs in sport

Content	Additional information
The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.	
The physiological effects of drugs on the performer and their performance.	Erythropoietin (EPO). Anabolic steroids. Beta blockers.
The positive and negative implications to the sport and the performer of drug taking.	Physiological adaptations. Social and psychological rewards (for the sport and the performer). Negative impact on current and future health. Social and psychological repercussions (for the sport and the performer).
Strategies for elimination of performance enhancing drugs in sport.	
Arguments for and against drug taking and testing.	Testing procedures will not be examined.

3.2.4.6 Sport and the law

Content	Additional information
The uses of sports legislation.	Performers (contracts, injury, loss of earnings). Officials (negligence). Coaches (duty of care). Spectators (safety, hooliganism).

3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media

Content	Additional information
The positive and negative impact of commercialisation, sponsorship and the media.	Performer. Coach. Official. Audience. Sport.

3.2.4.8 The role of technology in physical activity and sport

Students should understand the types of and use of data analysis to optimise performance.

In this section, students should be able to select and justify their selection of technology for analysis of physical activity and sport to optimise performance by:

Content	Additional information
Understanding of technology for sports analytics.	Use of technology in data collection (quantitative and qualitative, objective and subjective, validity and reliability of data). Video and analysis programmes. Testing and recording equipment (metabolic cart for indirect calorimetry). Use of GPS and motion tracking software and hardware. Maintaining data integrity.
Functions of sports analytics.	Monitor fitness for performance. Skill and technique development. Injury prevention. Game analysis. Talent ID/scouting.
The development of equipment and facilities in physical activity and sport, and their impact on participation and performance.	Impact of material technology on equipment – adapted (disability, age). Facilities – Olympic legacy, (surfaces, multi-use).

Content	Additional information
The role of technology in sport and its positive and negative impacts.	Sport. Performer. Coach. Audience.

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

A-level exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our A-level exams in Physical Education include questions that allow students to demonstrate their ability to:

- draw together their skills, knowledge and understanding from across the full course of study
- demonstrate their understanding of the relationships between theory and practice
- provide extended responses.

For example, Sections A, B, and C of Papers 1 and 2 contain extended response questions. An ‘extended response’ is evidence of sufficient length generated to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

4.1 Aims

Our A-level specification in physical education should equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport 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
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Physical Education specifications and all exam boards.

The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

- 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.

Assessment objective weightings for A-level Physical Education

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	NEA	
AO1	10–13	10–13	0	22–25
AO2	10–13	10–13	0	22–25
AO3	10–13	10 –13	0	22–25
AO4	0	0	30	30
Overall weighting of components	35	35	30	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Factors affecting participation in physical activity and sport	105	x1	105
Paper 2: Factors affecting optimal performance in physical activity and sport	105	x1	105
Non-exam assessment: Practical performance in physical activity and sport	90	x1	90
		Total scaled mark:	300

4.4 Synoptic assessment

Synoptic assessment will be assessed in each component. It requires students to draw together different areas of knowledge, skills and understanding from across the full course of study in order to demonstrate how they interrelate.

The full course of study is made up of the following topics, as set out in the Department for Education's *Physical Education GCE A-level subject content*:

- applied anatomy and physiology
- exercise physiology
- biomechanical movement
- skill acquisition
- sport psychology
- sport and society
- the role of technology in physical activity and sport.

Synoptic assessment in examined components

Questions targeting synoptic assessment will draw on content from more than one topic. They can draw on content from any topic, regardless of which component that topic is predominantly assessed in. These questions will always be extended answer questions (8 marks or 15 marks).

These questions will not be asked in the same sections of the same papers in each series.

Synoptic assessment in NEA

In the NEA component, the performance analysis assessment (analysis and evaluation) task requires students to draw together different areas of knowledge, skills and understanding from across the course of study.

Students are not required to draw together all of the topics when completing this task.

4.5 Non-exam assessment (NEA): Practical performance in physical activity and sport

The non-exam assessment (NEA) aspect of the qualification requires students to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques outlined below. This aspect of the specification requires students to:

- perform a range of skills and techniques in physical activity and sport
- make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport
- apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance
- evaluate performance in physical activity and sport, applying relevant knowledge and understanding.

There are two aspects to the NEA:

1. performance assessment (practical performance)
2. performance analysis assessment (analysis and evaluation).

Performance assessment (practical performance)

Students are required to be assessed in one activity in the role of player/performer or coach.

Students can be assessed only in activities identified in our specification, which are those stipulated in the Department for Education's (DfE) *GCE A-level activity list for physical education*. Students cannot be assessed in any other activity.

Students are required to be assessed in the full context of their chosen activity and role. They will be assessed in three areas of assessment.

Students will be assessed for all of the activities in the following skills:

- Area of assessment 1: Technical quality – aspect 1 (15 marks).
- Area of assessment 2: Technical quality – aspect 2 (15 marks).
- Area of assessment 3: Application of strategic/tactical awareness (15 marks).

Students will be assessed against the relevant levels of response grids, as either player/performer or coach, for each area of assessment.

Role requirement for a practical performer

Students will be assessed on their ability to execute the core skills/techniques outlined in the specific activity criteria, in a fully competitive situation/equivalent scenario.

All performers should demonstrate their range of skills and will be assessed on their execution of recognised techniques, compliance with the official rules and regulations, accuracy, consistency and outcome.

The application of skills and techniques will be assessed through the implementation of appropriate strategies and tactics to optimise their performance to create effective attacking and defensive options/equivalent situations depending on the requirements of individual activities through the practical performance.

Player/performer: Area of assessments 1 and 2

Detailed guidance explaining the relevant skills/techniques is outlined for each activity.

Player/performer: Area of assessment 3

Students will be assessed on their execution and performance of the following considerations:

- general strategies employed to achieve the overall aim/objective
- specific tactics that help achieve the strategies/decision making skills
- game or performance plans related specifically to attacking and defensive play
- specific set plays to outwit an opponent
- ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach.

Role requirement for a coach

The coach will be expected to plan, coordinate and lead participants to demonstrate the selected skills/techniques in a fully competitive performance setting.

The coach should demonstrate an understanding of the requirements and expectations of the role before, during and after the competitive performance to ensure all participants are safe and recognised techniques are developed.

They will also be required to implement strategies and tactics to maximise the strengths of the performers involved in the particular competitive performance when appropriate to alter the tactics to facilitate a different outcome; and to have the ability to justify their decisions during and after the performance.

The coach will be expected to analyse the performance of an individual within a fully competitive/performance context to identify one skill to be developed to enhance performance.

The coach will deliver a planned progressive session to modify the chosen skill so that performance of this skill is refined.

This process should be repeated for each of the Areas of assessment (one skill from Area of assessment 1, one skill form Area of assessment 2 and one skill from Area of assessment 3).

The coach will complete this process on a chosen core skill and one advanced skill from each Area of assessment.

Coach: Area of assessments 1 and 2

Detailed guidance explaining the relevant skills/techniques is outlined for each activity.

The coach will be assessed on their ability to analyse the effective execution of the relevant skills/techniques by their performer/s and suggest changes as required during and after the performance.

Coach: Area of assessment 3

Students will be assessed on their preparation, evaluation, analysis and execution of the following considerations:

- general strategies employed to achieve the overall aim/objective
- specific tactics that help achieve the strategies
- game or performance plans related specifically to attacking and defensive play
- specific set plays to outwit an opponent
- ability to modify and execute changes as required.

Disability/specialist activities

A number of specialist activities are included in this specification in alignment with the list of activities stipulated in the DfE's *GCE A-level activity list for physical education*. It has been agreed with DfE and Ofqual that the awarding organisations can jointly consider additions to the permitted activities for reasons of accessibility and inclusion on a periodic basis, once specifications are available for live assessment. The use of these activities for assessment is dependent upon the student(s) in question meeting the classification requirements for the activities, as stipulated by the relevant governing body. These activities are not available for students without a disability to be assessed in.

Adaptations and reasonable adjustments to activities

Any of the listed NEA activities may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability. It is important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; often it is the context of the performance which changes, such as the use of adapted equipment or rules and regulations. In some cases, a particular move or technique required in an activity can be substituted for a suitable alternative, as appropriate.

Off site activities

Schools and colleges are required to provide audiovisual evidence of student performances in all activities undertaken outside their direct supervision and/or that cannot be replicated at a live moderation visit. The audiovisual evidence must clearly show how the student has met the criteria set out in the specification and the marks awarded. This evidence must be available for moderation.

A-level skills criteria for list of activities

The following table outline the practical requirements for each activity including the criteria/content for each area of assessment.

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Acrobatic gymnastics		Routine 1	Routine 2	Tactics and strategies
Amateur boxing		Attacking skills	Defensive skills	Tactics and strategies
Association football	Cannot be five-a-side	Attacking skills	Defensive skills	Tactics and strategies
Athletics	Long distance running must not exceed 10,000m	Event 1	Event 2	Tactics and strategies
Badminton		Attacking skills	Defensive skills	Tactics and strategies
Basketball		Attacking skills	Defensive skills	Tactics and strategies
Camogie		Attacking skills	Defensive skills	Tactics and strategies
Canoeing (flat water) (white water)		Event/race 1 Downstream skills	Event/race 2 Upstream skills	Tactics and strategies
Cricket	Cannot do both fielding and wicket keeping	Batting skills or bowling skills or fielding/wicket-keeping skills	Batting skills or bowling skills or fielding/wicket keeping skills	Tactics and strategies
Cycling	Track, road, cycling or BMX (racing, not tricks). Cannot be cycle speedway.	Event/race 1	Event/race 2	Tactics and strategies
Dance		Dance 1	Dance 2	Choreography

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Diving	Platform diving	Six dive routine (men) Five dive routine (women)	Six dive routine (men) Five dive routine (women)	Tactics and strategies
Equestrian		Flat work	Jumping	Tactics and strategies
Figure skating		Programme/performance 1	Programme/performance 2	Choreography
Futsal		Attacking skills	Defensive skills	Tactics and strategies
Gaelic football		Attacking skills	Defensive skills	Tactics and strategies
Golf		Short irons (7-wedges)/ putting	Long irons (driver-6 iron)	Tactics and strategies
Gymnastics	Floor routines and apparatus only	Apparatus	Apparatus	Tactics and strategies
Handball		Attacking skills	Defensive skills	Tactics and strategies
Hockey	Must be field hockey	Attacking skills	Defensive skills	Tactics and strategies
Hurling		Attacking skills	Defensive skills	Tactics and strategies
Ice hockey		Attacking skills	Defensive skills	Tactics and strategies
Inline roller hockey		Attacking skills	Defensive skills	Tactics and strategies
Kayaking (flat water) (white water)		Event/race 1 Down water skills	Event/race 2 Up water skills	Tactics and strategies

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Lacrosse		Attacking skills	Defensive skills	Tactics and strategies
Netball		Attacking skills	Defensive skills	Tactics and strategies
Rock climbing	Can be indoor or outdoor	Climb 1	Climb 2	Tactics and strategies
Rowing		Race 1	Race 2	Tactics and strategies
Rugby league	Cannot be tag rugby	Attacking skills	Defensive skills	Tactics and strategies
Rugby union	Can be assessed as 7's or 15 a side (not tag)	Attacking skills	Defensive skills	Tactics and strategies
Sailing	Royal Yachting Association recognized sailing boat classes only. The list can be found online at: https://www.rya.org.uk/racing/british-youth-sailing Students must perform in the role of helm.	Race 1	Race 2	Tactics and strategies
Sculling		Race 1	Race 2	Tactics and strategies
Skiing	Outdoor/indoor on snow. Must not be dry slopes	Race 1	Race 2	Tactics and strategies
Snowboarding	Outdoor/indoor on snow. Must not be dry slopes	Race 1	Race 2	Tactics and strategies
Squash		Attacking skills	Defensive skills	Tactics and strategies

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Swimming	Not synchronised swimming	Race 1	Race 2	Tactics and strategies
Table tennis		Attacking skills	Defensive skills	Tactics and strategies
Tennis		Attacking skills	Defensive skills	Tactics and strategies
Trampolining		Routine 1 (compulsory)	Routine 2 (voluntary)	Tactics and strategies
Triathalon	Sprint only	Event 1	Event 2	Tactics and strategies
Volleyball		Attacking skills	Defensive skills	Tactics and strategies
Water polo		Attacking skills	Defensive skills	Tactics and strategies
Windsurfing		Race 1	Race 2	Tactics and strategies

Specialist activities

Specialist activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Blind cricket		Batting skills	Bowling/fielding skills	Tactics and strategies
Boccia		Throws at the jack	Blocking throws	Tactics and strategies
Goal ball		Attacking skills	Defensive skills	Tactics and strategies
Powerchair football		Attacking skills	Defensive skills	Tactics and strategies
Polybat		Attacking skills	Defensive skills	Tactics and strategies
Table cricket		Batting skills	Fielding skills	Tactics and strategies

Specialist activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Wheelchair basketball		Attacking skills	Defensive skills	Tactics and strategies
Wheelchair rugby		Attacking skills	Defensive skills	Tactics and strategies

Activities

Acrobatic gymnastics

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students can be assessed as either a 'top', 'middle' or 'base' in both balance and dynamic routines, either in a pair or a group.

Students must complete two separate routines. One must be a balance routine and the other must be a dynamic routine. Area of assessment 1 is assessed on one routine and the other routine is assessed for Area of assessment 2. Area of assessment 3 is to be assessed in either a dynamic or balance routine. The level of difficulty (tariff) for routines is exemplified in the criteria. All routines should have a maximum duration of 2 minutes 30 seconds.

The level of difficulty (tariff) for routines being performed will need to be considered when using the levels of response mark grids. The lists below outlines examples of skills and students may wish to use more demanding skills based on their ability. To aid assessment, students will need to include their routine in written format along with the relevant tariff difficulty.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 Routine 1: either balance or dynamic	Flex – walkovers/Valdez/ cartwheel/round-off/jumps. Stand – straddle lever/pike lever. Throws (take off, flight and landing) – log roll/salto/360° jump/twisting jumps/boosts. Catches – cradle. Supports – platform/bridge/bent arm/straight arm/straight leg/ thigh/static holds. Agility – handstand/flic/dive roll/ swinging/steps/pivots/angel. Tumbling elements – round-off/ back handspring/front handspring to two feet (step out only allowed when connecting to another tumbling element).	Flex – one arm walkover/ headspring/handspring/ somersaults. Stand – levers/powerlift/ shoulder handstand/chest balance/courbette/planche. Throws (take off, flight and landing) – straight, rotations in excess of 360°/salto (tuck/ straight back/pike). Supports – one arm/shoulder/ long arm/hands. Agility – elements should demonstrate flight, controlled landing/smooth and continuous tumbling. Tumbling elements (preceded by a motion) – front handspring to two feet (step out only allowed when connecting to another tumbling element)/front tuck/round-off, back tuck.
Area of assessment 2 Routine 2: either balance or dynamic	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Partnership – has an impact on the audience. Expression – gymnasts convey a particular emotion. Performance – variation of space, pathways, levels. Creativity – variation in: composition, entries/exits, elements. Musicality – gymnasts express the music throughout the performance, match movement to the rhythm, melody and mood of the music being played; synchronise with music beats.	Partnership – creates a logical relationship between individuals in pair or groups that is characterised by a visible connection. Expression – making the audience understand your thoughts/feelings/character/ attitude. Performance – synchronisation, amplitude. Creativity – displays imagination, originality, inventiveness, inspiration. Musicality – varies the magnitude or speed/tempo of movements with music. Uses expressive movements that are influenced by melody, variations in rhythm and mood or combinations of these.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of apparatus and tariff difficulty in order to ensure their own personal safety.

Amateur boxing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Jab. Straight (both left and right variations of skill). Cross – left and right. Jab, Jab plus one other combination. Simple ‘one, two’ combinations.	Punching with power and speed. Hook uppercut, both left and right variations of skill. Longer combinations involving multiple numbers of punches.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Duck. Moving away/backwards. Lateral footwork. Blocking/ parrying/covering up.	Lateral footwork. Sway. Slip. Bounce step.
Area of assessment 3 – Tactics and strategies	Ring positioning, footwork to remain balanced, use of reach, maintenance of guard position.	Switching the area and angle of attack. Accurate use of longer combinations. Change of stance. Use of feint to create attacking opportunities.

Health and safety

All boxers need to follow the appropriate medical and safety guidelines as required by England Boxing. An appropriately qualified adult must supervise the bout.

Association football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (cannot be 5-a-side or futsal).

Outfield player

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Outfield player. Receiving the ball – control using both feet and thigh. Passing (dominant foot) – short and long – along the floor, lofted, chip and driven. Dribbling – close control, use of inside and outside of dominant foot. Shooting – short and long range with dominant foot, half volley. Heading on goal.	Outfield player. Receiving the ball using chest and head to control the ball. Passing – (short and long/ driven) use of inside and outside of dominant and non-dominant foot. Dribbling – use of inside and outside of non-dominant foot. Shooting – volley. Use of inside and outside of dominant foot to add spin/ swerve/dip. Short and long range with non-dominant foot.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Tackling – block, lunge, slide. Heading – distance and height. Clearance – height and distance.	Tackling – jockeying, channelling a player. Clearance – ability to find teammate higher up the pitch. Heading – finding team mate with header.
Area of assessment 3 – Tactics and strategies	Individual positional skills (attack and defensive) - eg tracking back, supporting runs. Pass/dribble/shoot/tackle/jockey decision making. Role in formation.	Positioning and effectiveness at set plays. Making themselves available for the ball. Ability to play in two or more formations.

Goalkeeper

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Distribution skills. Throws – underarm and overarm. Goal kicks – height and distance. Kicking from the hands – height and distance. Controlling pass back. Clearance – height and distance.	Distribution skills. Throws accuracy of overarm. Goal kicks- accuracy – ability to find team mate. Kicking from hands – accuracy – ability to find team mate. Clearance – accuracy – ability to find a teammate.
Area of assessment 2 – Defensive skills	Shot stopping. High and low. Inside and outside 18 yard box. one handed and two handed. Crosses – catch.	Shot stopping. One on one. Penalty. Crosses, punch.
Area of assessment 3 – Tactics and strategies	Positioning during open play. Positioning at corners. Decision making – when to come out.	Organisation of team at corners. Organisation at free kicks (communication to create wall).

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment (shin pads, etc) in order to ensure their own personal safety.

Athletics

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed in their performance in two separate events/races. Students can choose any combination of jumps, runs and throws from the list below.

Long distance running events must not exceed 10,000m.

Track (outdoor)	Track (indoor)	Field	Other
100m	60m	Long jump	Cross country (girls) 4k–10k
200m	200m	High jump	Cross country (boys) 6k–10k
300m (girls)	300m (girls)	Triple jump	
400m	400m	Pole vault	
800m	800m	Shot put	
1500m	1500m	Discus (outdoor)	
3000m	3000m	Javelin (outdoor)	
5000m (boys)	Hurdles – 50m, 60m	Hammer (outdoor)	
10000m			
Steeplechase – 1500m, 2000m, 3000m			
Hurdles (boys) – 100m, 110m, 400m Hurdles (girls) – 80m, 100m, 300m, 400m			

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event 1	Track (sprinting) – starting position, head position, posture, cadence, leg drive and recovery phase, foot strike, arm action, pick-up phase Track (hurdling) – track sprinting criteria as above, plus: clearance stride, hurdling action with same lead leg, proximity of lead and trail leg to hurdle Track (long distance) – starting position, head position, upright posture, heel strike, leg drive and recovery phase, cadence, arm action Cross country – starting position, head position, posture, cadence, leg drive and recovery phase, foot strike, arm action, downhill stride pattern Throws – grip, stance, transfer of momentum into throwing position, release action, angle of release/trajectory, recovery. Jumps – controlled structured approach, leg drive on take-off, arm action on take-off, movement over the bar/through the air. Landing.	Track (sprinting) – use of blocks (up to 400m) balanced bend running (except straight sprints), efficiency of technique, stride pattern, stride length, limited contact with the ground (braking), increased hip flexion during recovery phase Track (hurdling) – track sprinting criteria as above, plus: hurdling action with either leg lead, flight phase, landing phase, maintenance of efficiency/stride pattern when running the bend Track (long distance) – increased contact time with the ground, maintenance of technique throughout race, ability to modify technique during sprint finish to mirror track sprinting criteria above Cross country – leaning into the slope, mid-foot strike, uphill stride pattern, uphill arm drive Throws – flight of projectile, speed and rhythm of movement into throwing action (step/glide/rotate/run-up/crossover/5-step rhythm), Jumps – use of penultimate stride before take-off, height of leg and arm drive to aid propulsion, arm push/extension (pole vault), hitch kick/hang/sail/stride technique (long jump and triple jump). Landing – use of momentum to maximise distance on landing, active leg-shoot (long jump and triple jump).
Area of assessment 2 – Event 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Track (sprinting) – use of blocks, drive and pick up phase, starts and finishes. Track (hurdling) – use of blocks, drive and pick-up phase, starts and finishes, stride pattern between hurdles Track (long distance) – breaking from the group, running on the shoulder, position in relation to inside of track Cross country – pre-race route selection, exit from start, positioning within the course in preparation for turns, attacking other runners Throws – accuracy of run-up, adjusting technique to meet environmental changes, safe throw Jumps – accuracy of run-up (positioning on take-off), equal phases (triple jump, adjusting run-up based on weather conditions/foul jumps).	Track (sprinting) – use of qualifying rounds, decision making for dip Track (hurdling) - use of qualifying rounds, decision making for dip Track (long distance) - responding to the race tactics of others, positioning within a group, timing of sprint finish, running even splits Cross country – responding to the race tactics of others, timing of sprint finish, altering stride pattern to adapt to underfoot conditions Throws – use of qualifying rounds, adjusting tactics in response to the performance of others Jumps – use of qualifying jumps, entry height (high jump and pole vault), use of different poles (pole vault), adjusting position of uprights during a competition, deciding when to 'pass', adjusting tactics in response to the performance of others

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to use of protective equipment in order to ensure their own personal safety.

Badminton

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students can be assessed in either singles or doubles.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Serve – short and long, low and high. Open play – forehand strokes, smash, drive, drop shot (front and back court). Backhand strokes – drop shot (front court), drive.	Serve – backhand flick. Open play – forehand strokes – jump smash, cross court drop shot. Backhand strokes – smash, drop shot – (back court). Return of serve – kill shot.
Area of assessment 2 – Defensive skills	Open play – forehand strokes overhead clear, lift (underarm clear), smash, drive, block (straight). Backhand strokes – lift (underarm clear), block (straight).	Open play – forehand strokes – cross court clear, round the head clear, block (angled). Backhand strokes – overhead clear-block (angled).
Area of assessment 3 – Tactics and strategies	Variation of serve. Shot selection for service return. Position on court.	Decision making in serve. Use of footwork to restrict playing backhand strokes. Shot disguise/feints.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Basketball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Dribbling – use of dominant hand. Change of direction and pace when dribbling. Shooting – dominant hand lay-up, set shot, jump shot. Passing – chest, bounce, overhead.	Dribbling – use of both hands, pivot. Shooting – as appropriate to position – lay-up (both hands), hook shot, 3 point shooting. Passing – no look pass, javelin.
Area of assessment 2 – Defensive skills	Body position when defending the dribble. Interception. Defensive rebounding.	Shot blocking. Steal. Boxing out.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Beating opponent – feint and drive to the basket. Feint and shoot. Set plays – offense and defence Individual positional play. Variety of attacking movements.	Switching hands during dribble – cross over step. Pass/dribble/shoot decision making. Screen, pick and roll. Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Camogie

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Gaining possession – the ground block, the jab lift, the overhead catch, controlling a moving ball. Maintaining possession – the dribble, the solo run, balancing the ball on the stick. Releasing possession – striking a stationary ball, striking from the hand, the hand pass, shooting (short/out of hand).	Gaining possession – the roll lift, the chest catch. Maintaining possession – evasion/roll off, feint/side step. Releasing possession – ground strike on the run, doubling back, the overhead strike, non-dominant side striking, sideline cut, shooting (long).
Area of assessment 2 – Defensive skills	Contesting possession – the frontal ground block the hook, shoulder to shoulder clash.	Contesting possession, batting a ball overhead, checking/shadowing, the frontal air block.
Area of assessment 3 – Tactics and strategies	When to dribble/run, pass, level of successful passes. Pass/shoot/tackle decision making. Creating and finding space. Individual positional skills (attack and defence).	Positioning and effectiveness in set plays. Making themselves available for the ball.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Canoeing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Sprint

Students will be assessed in their technical ability over two separate race distances.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event/ race 1	Body position – to balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.	Use of upper body to increase stroke length. Body position – to balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.
Area of assessment 2 – Event/ race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Consistent stroke race.	Synchronisation. Effective on both sides of the canoe. Speed/stroke rate of the start. Speed/stroke rate of finish. Length of stroke maintained.

Flat/moving/white water

Students will be assessed on their technical skills on a slalom/gated course that involves upstream and downstream gates. Transitioning across the flow of water can be covered in either Area of assessment 1 or 2 when turning going up/down stream through the appropriate gates.

At A-level it is suggested that students will be competing in Division 3 races (or similar) as a minimum.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Going/ turning to go down stream	Forward/reverse stroke, ‘J’ stroke, pry/push away, scull, sweep, ‘c’ stroke.	Stern rudder, bow rudder, sculling support, movement/ balance across stopper.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – turning to go up stream	Forward/reverse stroke, 'J' stroke, pry/push away, scull, sweep, and 'c' stroke.	Stern rudder, bow rudder, sculling support, movement/ balance across stopper.
Area of assessment 3 – Tactics and strategies	Route selection, boat positioning, cutting/out of moving water.	Route selection, boat positioning, cutting/out of moving water.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment (helmets) in order to ensure their own personal safety.

Cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students cannot be assessed in both fielding and wicket keeping.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – In **one role** from batting/bowling/ fielding or wicket keeping	Batting - Grip, stance, backlift. Front foot – defence, cover drive, off drive, on drive. Back foot – defence, cut, pull, glance. Bowling (spin) – regular leg/off spin control of line and length **OR** Bowling (swing/seam) – control of line and length, inswing/outswing. Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep). Wicket keeper – fast/medium/ spin – standing up, receiving ball from fielder (deep).	Batting – front foot – sweep, slog sweep, reverse sweep, switch hitting. Drive – back foot, lofted, timing of drives evade close/boundary fielders Back foot – hook, ramp, late cut. Bowling (spin) – control of flight, drift, googly, arm ball, top spin, doosra, **OR** Bowling (swing/seam) – reverse swing, bouncer, yorker, leg cutter, off cutter, cross seam, slower ball Fielding – one handed catches, accuracy of throws, run-outs (where appropriate), receiving ball from fielder close. Wicket keeper – stumpings, leg side takes/catches, one hand catches (both sides).

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – In an **alternative role** from batting/bowling/fielding or wicket keeping	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	In their **main** role. Batting – shot selection, running between the stumps, calling. Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries. Fielding – individual positioning, backing up, fielding in one or two positions. Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.	In **two** roles. Batting – up and down the order. Bowling – bowling to your field, positioning of fielders, wide variety of deliveries. Fielding – sliding to gather the ball, accuracy of long throws, flight of the throw, fielding in a wide variety of positions. Wicket keeper – accuracy of appeals, effectiveness when standing up to medium/fast pace to add pressure on batter.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment, eg helmets (batting/wicket keeping), in order to ensure their own personal safety.

Cycling (BMX)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed on their performance in two separate events/courses and appropriate to the category of performer. These must **not** be in the form of a time trial.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Technical quality of race 1	Starts/finishes. Manual (single) – posture, body position, feet/pedal position, hand position. Pumping and rolling – posture, body position, feet position, hand position. Cornering – low to high/high to low, block.	Timing. Manual (multiple) – posture, body position, feet/pedal position, hand position. Jumps take-off/flight/landing – posture, body position, feet/pedal position, hand position. Cornering – contact with riders, speed control.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Technical quality of race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Positioning in group/ awareness of other riders. Track positioning. Overtaking – low to high, dive.	Adapting to environmental conditions. Qualification rounds. Pre-race choice of gear.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Cycling (track and road)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed on their performance in two separate events/courses of different lengths and appropriate to the category of performer. This can take the form of individual or team events. Students cannot be assessed in cycle speedway.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Technical quality of race 1	Track cycling – (sprint/time trial/pursuit) starts/finishes, shoulder riding), posture, track positioning. Road cycling – (time trial/stage riding) posture, pacing, starts/ finishes, cornering, echelon riding, chain ganging/through and off cornering.	Track cycling – stationary skills if appropriate – bank riding, maintenance of technique at higher revolutions. Road cycling – off camber cornering, climbing/ descending.
Area of assessment 2 – Technical quality of race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing. Maintenance of speed when descending, positioning in group/peloton/on track, timing of sprint, breakaway, gear selection (where appropriate).	Maintaining split times (pursuit) ability to follow the wheel in front, adapting to environmental conditions, cycling in a crosswind/ headwind.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Dance

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive/performance context. The following dance genres are permitted: ballet, ballroom, contemporary, cultural dance, folk, street and tap.

Students are assessed on their performance in two separate dances which can be either individual or group performances in front of an audience (it is suggested that this audience should be a minimum of 10 people).

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Dance 1	Control/coordination when performing movements in sequence, flexibility/mobility, fluency/consistency, balance/stillness (as appropriate during the sequence), use of body language, gesture/focus, motif, travel/elevation/turning/weight transfer.	Elevation of jumps, stillness of balance, precision of movements will be higher.
Area of assessment 2 – Dance 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Choreography	Form, use of personal space, use of general space, dynamics/relationships between performers, interpretation of music, repetition.	Engagement with judges, change of pace, focus of eye line.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

Diving

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed on their performance in two separate competitions. Students may perform from the 5, 7.5 or 10 metre platform.

The men's six-dive list should be made up of three dives from list A and three dives from list B. The women's five dive list should be made up of three dives from list A and two dives from list B, or vice versa. Body shape and control through the air and angle and tension on entry will be assessed.

If the student is unable to complete dives from list B then six/five dives from list A may be completed but their marks will be limited to 'good' (7–9) at best.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – List A	Forward tuck/pike. Back tuck/pike. Forward dive straight/tuck/pike. Back dive straight/tuck/pike. Reverse dive straight/tuck/pike. Inward dive straight/tuck/pike. Or dives of a similar tariff.	Back dive half twist. Back somersault half twist. Back 1½ somersaults half twist. Forward somersault 1 twist. Forward 1½ somersaults 1 twist. Forward 1½ somersaults tuck/pike. Back somersault or 1½ somersaults tuck/pike. Or dives of a similar tariff.
Area of assessment 2 – List B	Back dive half twist. Back somersault half twist. Back 1½ somersaults half twist. Forward somersault 1 twist. Forward 1½ somersaults 1 twist. Forward 1½ somersaults tuck/pike. Back somersault or 1½ somersaults tuck/pike. Or dives of a similar tariff.	Arm stand somersault tuck/pike. Reverse somersault or 1½ somersaults tuck/pike. Inward somersault or 1½ somersaults tuck/pike. Back 1½ somersaults ½ twist. Reverse 1½ somersaults ½ twist. Forward 1½ somersaults 1 twist. Or dives of similar or higher tariff.
Area of assessment 3 – Tactics and strategies	Dive selection (dependant upon ability). Shape in flight. Shape on entry. Order of dives.	Dive list selection from two separate heights. Dive selection for qualification. (where required).

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Equestrian

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Flat work	Dressage test, or showing class individual show, or flatwork phase of working hunter class. It may be useful for students to supply a copy of the score sheet associated with this Area of Assessment.	Dressage test, or showing class individual show, or flatwork phase of working hunter class. It may be useful for students to supply a copy of the score sheet associated with this Area of Assessment.
Area of assessment 2 – Jumping	Greater than 75cm course, or cross country greater than 75cm, or the jumping phase of a working hunter class. Rider position on approach. Rider position at take-off. Rider position over the jump. Rider position on landing. Rider position moving towards next fence.	Greater than 90 cm course or cross country greater than 90 cm course, or the jumping phase of a working hunter class. Rider position on approach. Rider position at take-off. Rider position over the jump. Rider position on landing. Rider position moving towards next fence.
Area of assessment 3 – Tactics and strategies	Without jumping – level of difficulty, flow of routine, control when changing pace. Jumping – route selection, time management.	Without jumping – level of difficulty, flow of routine, control when changing pace. Jumping – route selection, time management.

Health and safety

Students should be at an equivalent level to British Horse Society Stage II, S/NVQ Level 2 or Pony Club B Test.

All students must be wearing hard hats to PAS015 or BSEN1384 standards. They should be wearing gloves and correct riding boots (long or short) and wearing a body protector to Beta Level 2 or 3.

Students must make every effort to ensure their own personal safety, the safety of others and of the horse.

Figure skating

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive/performance context.

The following genres are permitted: singles skating and team skating which includes pairs skating, ice dance and synchronised skating.

Students are assessed on their performance in two separate routines from one of the disciplines above.

Singles skating

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. There must be an element of judging evident to meet the criteria. Students should perform two separate programmes lasting 3 minutes (+/- 10 seconds). Students should be working at National Governing Body (NGB) equivalent Level 8/advanced novice.

Programmes will have a maximum of six jump elements for ladies and men.

The level of difficulty (tariff) for programmes being performed will need to be considered when using the levels of response mark grids. The lists below outlines examples of skills and students may wish to use more demanding skills based on their ability. To aid assessment, students will need to offer their programme in written format along with the relevant tariff difficulty.

Area of assessment	Core skills	Advanced skills
All	Skating skills including crossovers (forward/backward), drag. Jumps – salchow, loop, lutz, flip. Spins including two foot, one foot, upright (minimum 3 revolutions).	Skating skills including step sequence, mowhawk, serpentine pattern. Jumps – doubles, triples. NOT quads. Combination jumps – 2-jump, 3-jump. Spins including flying/one position with change of foot and a flying entrance (minimum 8 revolutions).

Area of assessment	Core/advanced skills
Area of assessment 1 – Programme 1	Technical quality of routine including Grade of Execution (GOE) and base value. The difficulty score will need to be seen as it will be a differentiator between levels If no combination jumps or double (or higher) jumps then mark as limited (up to 3 marks) A routine of one combination jump will be Level 2 at best (up to 6 marks) A routine of two combination jumps or double (or higher) jump will access Level 3 at best (up to 9 marks) To access the full range of marks (up to 15) the routine should include three advanced skills as a minimum.
Area of assessment 2 – Programme 2	See above descriptors.

Area of assessment	Core/advanced skills
Area of assessment 3 – Choreography	Composition of routine/difficulty selection Use of space on ice. Interpretation of music. Engagement with judges. Placement of moves in routine.

Team skating

Ice dance, pairs skating* and synchronised skating*.

Note: skills/choreography unique to pairs skating and synchronised skating only are marked with *

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Performance 1	Coordination/fluency when performing skating skills in sequence (transitions) across the ice. *Stroking – forwards, backwards hand to hand hold. Control of skating speed. Control, flexibility/mobility when rotating (spins/twizzles/turns). Balance (as appropriate in the sequence). Use of body language, gesture. *Control of body during lifts.	Precision of movements will be higher. *Unison of movements will be higher. *Stroking – forwards, backwards hand to hand hold *Kilian hold skating. Speed of rotations will be quicker (eg include more rotations). Rotations and jumps will be performed in combinations. *Entry and exit when jumping/lifting will have greater precision.
Area of assessment 2 – Performance 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Choreography	Use of space on ice, change of skating direction. Interpretation of music. *Dynamics/relationships between performers.	Engagement with judges. Change of skating pace. Placement of moves in routine.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

Futsal

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Outfield player: Receiving the ball – control using both feet and thigh to stop, semi-stop or absorb the ball. Passing (dominant foot) – sole, short and long – along the floor. Passing to feet. Driving/running with the ball – close control, dribbling past opponents when moving. Retaining the ball under pressure when moving. Shooting (either foot) -close range using side of foot/ internal instep/external instep/ full instep. Heading on goal. Goalkeeper: Distribution from hands – short roll out, mid-range throw/roll out. Throw to corners. Distribution from feet – controlling the ball. Passing (dominant foot) – short and long – along the floor. Passing to feet.	Outfield player: Receiving the ball using both feet (instep/outstep/sole) and body (thigh/chest) for orientated control. Passing – (short/loft) use of inside and outside of dominant/ non-dominant foot. Passing to opposite foot of receiver. Pass and go/1–2. Switching pass. Dribbling – feinting, dribbling past opponents from standing. Use of sole to roll, drag, cut. Use of inside and outside of non-dominant foot. Shooting – long range, toe poke. Goalkeeper: Distribution from hands – long throw to teammate, roll out to marked player. Distribution from feet – passing to opposite foot of receiver/ space to run on to. Pass to marked player.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Outfield player: Tackling – block tackle, side tackle, slide tackle. Goalkeeper: Shot stopping (long and close range). Catching the ball.	Outfield player: Tackling – jockeying, channelling. Interception. Goalkeeper: Split save. 'K' position block. Slide/glide save. Penalties.
Area of assessment 3 – Tactics and strategies	Decision making when to pass/ move with ball/shoot/opening up/build up Finding space/moving free/ counter attacking. Denying space/delaying counter-attack/ covering/ defensive exchange. Role at set plays. Individual positional skills (attack and defence). Goalkeeper: Positioning during open play/ ready position. Positioning at set plays. Decision making – when to come out.	Effectiveness in team tactics/ strategy, eg zonal defence, individual defence, back post play, blocking a run. Making themselves available for the ball/pivot. Marking during open play. Recovery run. Goalkeeper: Flying goalkeeper. Anticipation. Organisation of team during open play. Organisation of team at set plays.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Gaelic football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Outfield player

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Handling (passing/receiving), fielding, pick up. Running/moving with the ball (soloing/toe to hand/ dummying/dribbling/side step/ swerve/change of pace). Kicking – from dominant foot – kick from hand, ground, instep/ drop, driven clearance, return to play, shooting (goals, points, short).	Handling – fist pass, hand pass. Running/moving with ball. Kicking – dominant foot hook, long goal/points, 45's. Non-dominant foot – from hand, instep, short range.
Area of assessment 2 – Defensive skills	Tackling/intercepting (challenging/front/shoulder/ displacing/blocking).	Tackling – block, near/hand tackle. Catching – crouch lift, high.
Area of assessment 3 – Tactics and strategies	Role at Set play. Role in formation. Tracking back. Man-to-man marking. Range of passing. Decision making – when to pass/dribble/shoot or decision making when to tackle.	Ability to play in a two or more roles in a variety of formations. Interception of pass. Zonal marking.

Goalkeeper

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Distribution skills – fist, hand Kicking – from the floor, punt, from the hands (dominant foot)	Distribution skills - accuracy of fist, hand. Restarts- accuracy – ability to find team mate. Kicking - hook (dominant, non-dominant foot) Clearance – accuracy – ability to find a teammate.
Area of assessment 2 – Defensive skills	Shot stopping - High and low. Catching – crouch lift, high, one handed and two handed.	Shot stopping - one on one, penalty. Catching - punching.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Positioning during open play. Positioning at set plays Decision making – when to come out.	Organisation of team at set plays. Anticipation.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Golf

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. This may take the form of stroke play over 18 holes or match play over 18 holes or the conclusion of the match. The course should include a variety of par 3, par 4 and par 5 holes.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Short irons and putting	Irons – approach play, lob, pitch, chip and run. Putting – short (within 6 ft), uphill, downhill.	Bunker play, flop, use of spin to control ball onto green, out of divots. Putting – long range, across slope.
Area of assessment 2 – Long irons/Woods	Tee shots, fairway play, punch.	Draw, fade, into the wind, playing out of divots.
Area of assessment 3 – Tactics and strategies	Course management, club selection.	Distance control, ball above feet, and ball below feet. Selection of clubs.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Gymnastics

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students can be assessed on floor routine or apparatus (vault, beam, pommel, parallel bars, high bar, rings and asymmetric bars). Students will choose two separate areas (one for Area of assessment 1 and the other for Area of assessment 2).

The level of difficulty (tariff) for routines being performed will need to be considered when using the levels of response mark grids. The lists below outlines examples of skills and students may wish to use more demanding skills based on their ability. To aid assessment, students will need their routine in written format along with the relevant tariff difficulty.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Apparatus 1	Floor routine – (minimum 10 m x 10 m), handstand ½ turn, one handed cartwheel, back/forward walkovers, round-off, dive roll. Vault – two different vaults – headspring, hand spring, short arm over swing or optional vault of similar tariff. Pommel horse – false scissor, front/rear support swings, stride swings, double leg circles, both directions, front/rear loop. Parallel bars – back off tucked, back uprise, basket swing, kip, layaway to swing, back uprise straddle cut, cast to upper arm, or moves of similar difficulty. High bar – ¾ giant, cast handstand, clear hip to handstand, flyaway, swing ½ turn, ½ pirouette, back/front giant. Uneven/asymmetrical bars – movement onto apparatus, ¾ giant, cast squat on, flyaway, front hip circle. Beam – movement onto apparatus, cartwheel, split leap, back handspring. Rings – basic swing, flyaway, back uprise to handstand (bent arm), back uprise to handstand (straight arm), shoot to handstand, L-support, handstand. Rhythmic Clubs – circles (small, mill), large swings, tapping/beating, asymmetric movements. Ball – throws, figures of eight, free rolls over the body or the floor, bouncing, circles. Rope – skipping, swings, circles, rotations, figures of eight. Ribbon – swings, circles, snakes, coils, figures of eight and. Hoop – rolling, rotation around the hand or part of the body, swings, curls, figures of eight.	Floor – front somersault, back somersault headspring, fly spring, back flip. Vaults – two different higher tariff vaults, eg handspring with half turn on/off, round off over vault, longarm with full twist. Pommel horse – flair, flair to handstand dismount, or any other movements of similar of higher difficulty. Parallel bars – front uprise, ½ pirouette, back giant, back toss to handstand, or any other movements of similar or higher difficulty. High bar – blind turn, kip stride circle, endo piked, or any other movements of similar or higher difficulty. Uneven/Asymmetrical bars – jager/piked jager, straddle back to handstand, or any other movements of similar or higher difficulty. Beam – back handspring, layout step out, front tuck mount or other movements of similar or higher difficulty. Rings – back uprise to handstand (straight arm), shoot to handstand, L-support, handstand, cross, strength moves, or any other move of similar or higher difficulty. Rhythmic – higher level of difficulty. Clubs – throws and catches. Ball – balancing ball on body part. Rope – throws and catches. Ribbon – throws and catches. Hoop – throws and collection (may use a variety of body parts).

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Apparatus 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate).	Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate).

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of apparatus and tariff difficulty in order to ensure their own personal safety.

Handball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Passing – dominant hand stationary, on the move, short, long. Receiving the ball – two handed, and dominant hand – stationary and on the move. Moving with ball – dominant hand dribble, change of direction with control. Shooting – standing shot, jump shot. Goalkeeper – dominant hand stationary, on the move, short, long.	Passing – non-dominant hand, short, long, jump pass. Receiving the ball – non dominant hand – stationary and on the move. Jumping and overhead catch. Moving with the ball – non dominant hand dribble, change of hands during dribble. Shooting - non-dominant hand shooting, hip shot. Goalkeeper – long range distribution, to find a team mate.
Area of assessment 2 – Defensive skills	Jockeying, blocking, intercepting. Goalkeeper – shot stopping (high/low/waist-height).	Stealing the ball, one handed interception, tackling. Goalkeeper – shot stopping, use of legs, body, one handed.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence).	Positioning and effectiveness in set plays. Making themselves available for the ball.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Hockey (field)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Passing – open stick - push, slap, hit, drive, flick. Receiving the ball – open stick control, ball on the ground and bouncing. Reverse stick – ball on the ground. Dribbling – predominantly open side, some Indian dribble evident, shielding the ball. Shooting – open stick – hit, slap and flick, deflection, lifted deflection. Goalkeeper – kicking dominant foot and distribution of the ball.	Passing – open stick – lob aerial. Reverse stick – slap, flick. Receiving the ball – open stick from aerial pass. Reverse side bouncing and from aerial pass. Dribbling – Indian dribble at speed, reverse stick dribble with control. Open stick dribble at high speed. Shooting – reverse stick – deflection, lifted deflection, slap and hit. Goalkeeper – kicking non-dominant foot and distribution of the ball.
Area of assessment 2 – Defensive skills	Tackling – open stick block, jab, lunge. Reverse stick – jab. Goalkeeper - shot stopping – high/low, slide, waist height stick saves, penalty corners.	Tackling – open stick – sweep. Reverse stick – block, lunge, sweep. Goalkeeper – stick saves – high/low, one against one, penalty strokes.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	When to dribble/run, pass, level of successful passes. Pass/shoot/tackle decision making. Creating and finding space. Individual positional skills (attack and defence). Goalkeeper – positioning during open play. Positioning at set plays Decision making – when to come out	Positioning and effectiveness in set plays. Making themselves available for the ball. Goalkeeper – Organisation of team in open play Organisation of team at set plays Anticipation.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Hurling

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Gaining possession – the ground block, the jab lift, the overhead catch, controlling a moving ball. Maintaining possession – the dribble, the solo run, balancing the ball on the stick. Releasing possession – striking a stationary ball, striking from the hand, the hand pass, shooting (short/out of hand).	Gaining possession – the roll lift, the chest catch. Maintaining possession – evasion/Roll off, feint/side step. Releasing possession – ground strike on the run, doubling back, the overhead strike, non-dominant side striking, sideline cut, shooting (long).
Area of assessment 2 – Defensive skills	Contesting possession – the frontal ground block the hook, shoulder to shoulder clash.	Contesting possession – batting a ball overhead, checking/shadowing, the frontal air block.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	When to dribble/run, pass, level of successful passes. Pass/shoot/tackle decision making. Creating and finding space. Individual positional skills (attack and defence).	Positioning and effectiveness in set plays. Making themselves available for the ball.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Ice hockey

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Skating skills: Forwards – stride, stopping (one and two footed). Backwards. Turns – controlled, mohawk, lateral skating. Puck control – narrow lateral stickhandling , front to back stickhandling, change of pace, give and take, accelerating with puck (one-hand carry), deception when stickhandling. Passing – forehand/backhand slap, push, one-touch. Receiving – forehand, backhand. Shooting – slap, wrist, flip. Goaltender: Puck control – stopping behind the net. Passing – forehand, backhand.	Skating skills: Crossovers - forwards, backwards. Puck control – wide lateral stickhandling, side toe drag, puck protection, backward puck control. Passing – power/snap pass. Pass into path of teammate. Rebound pass from wall. Saucer pass (forehand/ backhand). Receiving – receive pass using skates. Shooting – backhand, snapshot, first time. Goaltender: Clearing the puck – forehand, backhand.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Marking. Intercepting. Poke check/sweep check. Stick check, lift. Goaltender: Ready position. Shot stopping – (long range) high/low/stick/body and pads/ gloves. Angling. Depth in crease.	Defensive rebound. Block shooting/passing lanes. Angling. Body checking. Ability to read and break up plays. Goaltender: Butterfly/sliding butterfly. Poke check. Post play. Shot stopping – (short range) high/low/stick/body and pads/ gloves. One against one saves. Wraparound save.
Area of assessment 3 – Tactics and strategies	Decision making when to pass/ move with puck/shoot. Finding space/moving free. Denying space, zone coverage, defending middle of ice, shot blocking. Role at set plays/special team situations. Individual positional skills (attack and defence). Goaltender: Positioning during open play. Positioning at set plays/special team situations. Screenshots. Walkouts.	Effectiveness in team tactics/ strategy, eg 2 v 1 situations, powerplay, penalty kill, triangle offense. Making themselves available for the puck. Goaltender: Anticipation. Organisation of team during open play. Organisation of team at set plays/special team situations.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety

Inline roller hockey

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Skating skills: Forwards: stride, good base position, stopping (facing both ways). Backwards: C cuts, good base position, stopping. Transitions: between forwards and backwards and vice versa. Turns: in control, Mohawk. Puck control: lateral and vertical stickhandling, close and extended stickhandling, able to stick handle while skating at pace. Passing: forehand and backhand, sweep pass, slap pass. Receiving - forehand and backhand. Shooting: slap, wrist, flip/ shovel. Goaltender: Puck control – stopping behind the net Passing – forehand, backhand.	Skating skills: Forwards: crossovers both ways, speed. Backwards: crossovers both ways, speed. Transitions: forwards to backwards at speed using Mohawk technique. Turns: tight, accelerate out of turn. Puck control: Dekes, puck protection using body, backwards skating puck control. Passing: power/snap pass, accurate to teammate's stick, indirect pass (off the boards), saucer pass (fore and backhand), receive and pass all in one motion. Receiving - cushions puck when receiving, receive a pass using skates. Shooting: backhand, snapshot, first time shot, receive and shoot all in one motion. Goaltender: Clearing the puck – forehand, backhand.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Marking. Poke check/sweep check. Stick check/lift/press. Goaltender: Ready position. Shot-stopping: high/low/stick/body/pads and gloves. Stays square to puck. Angling Depth in crease.	Angling. Gap control. Block shooting/passing lanes. Goaltender: Butterfly/half butterfly saves. Poke check. Wraparound saves. Post play (vertical horizontal/reverse vertical horizontal/stand-up). Makes blocking/reaction saves.
Area of assessment 3 – Tactics and strategies	Decision making – when to pass/move the puck/shoot. Finding space/moving free. Denying space, zone coverage/man to man marking/defending middle of rink. Role at set plays/special team situations eg face offs/power play/penalty kill. Goaltender: Positioning during 5 versus 5 play. Positioning at set plays/special team situations.	Effectiveness in team tactics/strategy eg 2v1 situations, power play/penalty kill break outs, forecheck, defensive zone systems. Making themselves available for the puck. Goaltender: Anticipation – reads different situations during game. Organisation/communication with team during open play. Organisation/communication with team during set plays/special teams situations.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Kayaking

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Sprint

Students will be assessed in their technical ability over two separate race distances.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event/ race 1	Body position – balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.	Use of upper body to increase stroke length. Body position – to balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.
Area of assessment 2 – Event/ race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Consistent stroke rate.	Synchronisation. Speed/stroke rate at start. Speed/stroke rate of finish. Length of stroke maintained.

Flat/moving/white water

Students will be assessed on their technical skills on a slalom/gated course that involves upstream and downstream gates. Transitioning across the flow of water can be covered in either Area of assessment 1 or 2 when turning going up/down stream through the appropriate gates.

At A-level it is suggested that students will be competing in Division 3 races (or similar) as a minimum.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Going/ moving downstream	Forward/backward stroke, draw, sweep, spin, support stroke, high brace, low brace.	Bow rudder, stern rudder, Eskimo roll, brace on stopper.
Area of assessment 2 – Moving upstream	Forward/backward stroke, draw, sweep, spin, support stroke, high brace, low brace.	Bow rudder, stern rudder, Eskimo roll, brace on stopper.
Area of assessment 3 – Tactics and strategies	Route selection, boat positioning, etc.	Route selection, boat positioning, etc.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment (helmets) in order to ensure their own personal safety.

Lacrosse

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Passing – dominant side – underarm, and overarm. Receiving the ball – stationary – from both sides and from the front, collecting the ball from the ground. From both side whilst running. Moving with ball – cradling action whilst carrying the ball on either side, footwork, sidestep, dodge. Shooting – short shots long range/overarm dominant side. Goalkeeper – passing – dominant side – underarm, and overarm.	Passing – increased distance and accuracy of dominant side and reverse side passing. Receiving the ball – stationary from the behind. Running from the front and behind, collecting ground balls on the run. Moving with the ball – rolling dodge both directions. Shooting – corner shots, pivoting shots, reverse side. Goalkeeper – passing – increased distance and accuracy of dominant side and reverse side passing.
Area of assessment 2 – Defensive skills	Ball on the ground. Interceptions – ground balls, aerial passes on dominant side. Tackling – body check. Goal keeper – shot stopping low/high, stick saves, hand saves.	Interceptions – overhead, non-dominant side. Tackling – legal use of the stick. Goal keeper – corner shot saves, foot saves, penalty saves.
Area of assessment 3 – Tactics and strategies	When to dribble/run, pass, level of successful passes. Pass/shoot/tackle decision making. Creating and finding space. Individual positional skills (attack and defence). Goalkeeper – Positioning during open play Positioning at set plays Decision making – when to come out	Positioning and effectiveness in set plays. Making themselves available for the ball. Goalkeeper – Organisation of team in open play Organisation of team at set plays Anticipation

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Netball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Passing – chest, bounce, shoulder, javelin, pivot. Receiving stationary and on the move – stopping, landing, footwork. Shooting (if appropriate) close range and stepping forward.	Passing – accurately over increased distance and often on the move. Receiving – whilst in the run and jumping – stopping, landing, footwork. Shooting (if appropriate) – long range, stepping back.
Area of assessment 2 – Defensive skills	Footwork. Marking a stationary player – blocking the pass/shot. Intercepting from standing. Rebounding (if appropriate).	Intercepting – whilst on the move. Rebounding (if appropriate).
Area of assessment 3 – Tactics and strategies	When to run, pass, level of successful passes. Pass/shoot decision making. Creating and finding space. Individual positional skills (attack and defence).	Positioning and effectiveness in set plays. Making themselves available for the ball.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Rock climbing

Students will be assessed in their performance in the role of their choice across each area of assessment in the formal context. Students will be assessed over two climbs.

Students should be working towards NICAS level 3 or NICAS level 4. Schools/colleges may wish to produce log books to support this. Students should also be working at level HVS 5A/5B and towards E1/5B or equivalent F5+ or F6a.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Climb 1: top/bottom rope climb	2/3 points of contact. Traversing showing weight transfer. Overhanging terrain/steep terrain. Rope work - belaying/knot tying.	Dynamic movement with control. Static movement and foot swaps. Overhanging terrain on a graded route. Layback.
Area of assessment 2 – Lead climb	2/3 points of contact. Traversing showing weight transfer. Overhanging terrain/steep terrain.	Dynamic movement with control. Static movement and foot swaps. Overhanging terrain on a graded route (minimum HVS 5A/5B). Layback.
Area of assessment 3 – Tactics and strategies	Route selection. Fluency of movement. Range of skills and use of equipment. Footwork.	Route selection on graded route (minimum HVS 5A/5B). Safety equipment placement (lead climb only).

Health and safety

Students must at all times observe all the appropriate and correct safety procedures/rules, such as clothing, equipment, knots and calls, in order to ensure their own personal safety and the safety of others.

Students should be aware of the environmental issues relating to the rock face and surrounding areas.

Rowing (fine boats)

Students will be assessed in their performance in the role of their choice across each area of assessment in a fully competitive race over a distance of 1000m or over.

Students are assessed on their performance in two separate races, whilst rowing on their preferred side of the boat.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Grip/hand placement on oar. Early preparation/angle of oar. Angle of oar on entry. Oar entry. Catch. Draw. Recovery. Push away.	Grip/hand placement on oar. Rowing posture. Early preparation/angle of oar. Angle of oar on entry. Oar entry. Catch. Draw, layback. Recovery. Push away. Oar position on water exit.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Stroke rate. Responding to instructions (where appropriate, eg coxed crews).	Synchronisation. Ability to take different positions within boat (eg stroke). Speed/stroke rate of start. Speed/stroke rate of finish. Length of stroke maintained.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Rugby league

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Passing – short (both hands), long pass (dominant hand). Receiving the ball stationary and on the move (from both sides), two handed pick up from ground. Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/playing the ball). Kicking (if appropriate to position) goal kicking, drop goal, grubber, drop out, clearance. Scrum - body position and ball distribution.	Passing – long passing (both hands), offload in contact, dummy. Receiving the ball at speed from a range of passes, one handed pick up from the ground, sliding pick up from ball on ground. Evading contact or maintaining possession through contact (footwork to evade an opponent/hand off to evade an opponent/offload in contact). Kicking (if appropriate to position), 40–20, up and under, chip, cross field. Scrum – support play once ball is out.
Area of assessment 2 – Defensive skills	Tackling to stop an opponent - front, side, behind. Supporting tackler. Catching a kicked ball (if appropriate to position) not under pressure.	Tackling to win possession – smother, one on one steal/rip. Catching a kicked ball (if appropriate to position), when under pressure, contesting for the ball.
Area of assessment 3 – Tactics and strategies	Getting on side. Individual positional skills in open play (attack and defensive) - eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in. Pass/Run/Kick/Tackle decision making. Role in formation.	Effectiveness in crossing gain line. Positioning and effectiveness at set plays. Making themselves available for the ball. Ability to play in two or more formations.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Rugby union

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	**All players** Passing – short (both hands), long pass (dominant hand). Receiving the ball stationary and on the move (from both sides),two handed pick up from ground. Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/ball presentation). Rucking – body position, ball presentation, support roles. Mauling – body position as ball carrier, support roles (if appropriate to position). Kicking (if appropriate to position) – box kick, goal kicking, drop goal, grubber, clearance. **Forwards only:** Scrum – body position on set, body position on drive. Lineout – throw, jump and/or lifting to maintain possession.	All players: Passing – long passing (both hands), off-load in contact, dummy. Receiving the ball at speed from range of passes, on handed pick up from the ground, sliding pick up from ball on ground. Evading contact or maintaining possession through contact (footwork to evade an opponent/ hand off to evade an opponent/ offload). Rucking - Adapting technique to the situation to maintain possession. Mauling - Ability to maintain forward momentum (changing point of attack, rolling out etc). Kicking (if appropriate to position), clearance, up and under, chip, cross field. **Forwards only:** Scrum - contributing to forward momentum on scrum. Lineout: • Hooker - throwing to range of jumpers, accuracy. • Lifting - with movement in the line. • Jumper - from two or more positions and with movement securing possession.
Area of assessment 2 – Defensive skills	Tackling to stop an opponent – front, side on, chop tackle. Rucking – body position when counter rucking. Mauling – body position. Catching a kicked ball (if appropriate to position) not under pressure.	Tackling to win possession – smother, choke, one on one steal/rip, hold player up to win turnover. Mauling – ability to counter the opposition maul (counter drive/ working through/holding ball up). Catching a kicked ball (if appropriate to position) when under pressure, contesting for the ball.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Getting on side. Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/drop back/drift out/step in. Pass/run/kick/tackle decision making. Role in formation.	Effectiveness in crossing gain line. Positioning and effectiveness at set plays. Making themselves available for the ball. Ability to play in two or more formations.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Sailing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students should perform in fully competitive sailing races, demonstrating skills and tactics against suitably challenging opponents, at a suitably challenging event. Students must perform as the helm.

Students may only use craft identified in the Royal Yachting Association (RYA) recognised sailing boat classes only.

Students may only use craft identified as ‘youth’ on this list.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Start – acceleration and line bias. Adapting the speed of the boat to improve effectiveness of a manoeuvres, such as transitions (tacking/gybing), mark rounding and/or developing a space on the start line. Using effective balance, trim and sail/boat settings to maximise the boat speed for the course. Using effective body positions to generate boat speed and control whilst maintaining awareness of external factors.	Adapting speed through coordinated movements in balance and trim, sail setting and tiller to increase efficiency of manoeuvres. Taking into account the conditions and helm and crew coordination in a two person boat. Adjusting the balance, trim and sail/boat settings to take account of different conditions and changes in course. Using efficient body positions or movements to maintain effective balance and trim of the boat and maximise the boat speed.
Area of assessment 2 – Defensive skills	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Use of pre-start information to inform an effective race strategy. Taking advantage of opportunities on the start, including line bias or line sag, to gain on competitor(s). Selecting an efficient course to the next mark or finish. Taking advantage of the conditions including wind shifts, tide, gusts or topography effects, to improve velocity made good (VMG). Rounding marks through maintaining an effective course Adapting boat speed or position the boat to remain in control without breaking the racing rules of sailing. Using the racing rules of sailing to avoid penalties or disqualification.	Adapting the race strategy to take account of changes in conditions or other competitor's actions. Taking advantage of opportunities in the start to get ahead of competitor(s) whilst connecting the start to the effective race strategy. Adapting the course to the next mark or finish to take account of changes in the conditions and competitors to gain an advantage in velocity made good (VMG). Adapting boat speed and or position to gain a place or an advantage over a competitor(s) without breaking the racing rules of sailing.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

Sculling (fine boats)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive situation throughout 2,000m (or other approved distance according to British Rowing) races.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Catch. Leg drive. Draw. Arm action. The slide. Finish. Recovery squaring or rolling up the blade.	Steering. Balancing the boat. Timing of leg drive and arm pull. Length of stroke maintained.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Stroke rate. Responding to instructions (where appropriate, eg coxed crews).	Synchronisation. Ability to take different positions within boat, eg stroke. Speed/stroke rate of start. Speed/stroke rate of finish. Length of stroke maintained.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Skiing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (indoor/outdoor on snow, not dry slope).

Students will be assessed in two races in different disciplines (slalom, giant slalom, super giant slalom, downhill or skier cross).

At A-level at least one race should be on the steeper terrain.

Area of assessment	Core skills (where appropriate to discipline)	Advanced skills
Area of assessment 1 – Race 1	Drive out the start. Glide/schuss. Jumps. Turn shape, turn radius, body angle through gates, pole placement. Body shape in flight. Control of landing. Maintaining momentum through turns. Movement across the fall line. Use of sidecut to control turn radius.	Jumps. Glide/schuss. Turn shape, turn radius, body angle through gates, pole placement. Body shape in flight. Control of landing. Maintaining momentum through turns. Movement across the fall line. Use of sidecut to control turn radius.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Line selection. When to attack. Maintaining tempo of turns.	Maintenance of aerodynamics (on the snow and through the air). Line selection. When to attack. Maintaining tempo of turns.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Snowboarding

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (indoor/outdoor on snow, not dry slope).

Students will be assessed in two races in different disciplines (slalom, giant slalom, super giant slalom, downhill or border cross).

At A-level at least one race should be on the steeper terrain.

Area of assessment	Core skills (where appropriate to discipline) up to Red slope	Advanced skills on steeper terrain
Area of assessment 1 – Race 1	Drive out the start, turns, glide, jumps, turn shape, turn radius, body angle through gates, body shape in flight, control of landing, maintaining momentum through turns.	Jumps, turn shape, body angle through gates, pole placement, body shape in flight, control of landing, maintaining momentum through turns, movement across the full line, use of arms to maintain balance, linked turns with minimal skid, use of the side-cut to maintain turn radius.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Line selection. When to attack. Maintaining tempo of turns.	Maintenance of aerodynamics (on the snow and through the air). Line selection. When to attack. Maintaining tempo of turns.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Squash

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service – high/low, forehand/backhand. Forehand strokes – wall drive boasts, volleys, drop shot, volley drive (straight and cross court). Backhand strokes – wall drive, drop shot.	Service – lob (forehand and backhand). Forehand strokes – cross court drive, cross court drop shot, kill, trickle boast, volley boast. Backhand strokes – boasts, cross court drive, cross court drop shot, kill, volley drive.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Return of serve – forehand and backhand from high serve, drive serve. Straight and cross court return. Forehand lob, cross court lob, nick. Backhand – lob.	Return of serve – after ball touches the back wall, return (forehand and backhand). Forehand – back wall boast. Backhand – cross court lob, back wall boast, nick, trickle boast.
Area of assessment 3 – Tactics and strategies	Variation of service, moving from attack to defence (and vice versa), command of the 't' position, variation of shot, use of side walls.	Change of rally length, awareness of interference and obstruction, use of feint to disguise shots.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Swimming

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students can choose to use the same stroke but over different distances for Area of assessment 1 and 2, eg Area of assessment 1 100m freestyle and Area of assessment 2 400m freestyle, or different strokes for Area of assessment 1 and 2, eg Area of assessment 1 100m freestyle and Area of assessment 2 100m breaststroke.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Entry position and drive from wall/blocks when: starting, turns, finish. Head action. Breathing action. Body position. Arm action. Leg action.	Use of underwater leg action on start, eg fly kick. Use of underwater arm action on start. Use of underwater leg action on turn. Use of underwater arm action on turn. Maintain hydrodynamics.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Pacing. Breathing pattern. Maintaining arm speed and leg speed.	Optimal distance underwater on start. Optimal distance underwater in turns. Optimum distance from wall on turn. Timing of the finish stroke – finish on extension of arm/leg action as appropriate.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Table tennis

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service. Forehand – push, slice top spin. Backhand – push, slice. Rally – forehand strokes – push, straight drive cross court drive top spin straight drive. Backhand strokes – push, slice, cross court slice. Return of serve.	Service – use of spin. Forehand – side spin, high toss, cork screw. Backhand – slice/slide spin, high toss. Rally – ability to sustain rally. Forehand strokes – topspin cross court, drop shot, smash. Backhand strokes – topspin drive, topspin cross court, drop shot. Return of serve.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Return of serve. Forehand – block, push, drive return, cross court return. Backhand block – push, slice return. Rally. Forehand slice, chop. Backhand slice, chop.	Return of serve. Forehand slice return, return of cork spin. Backhand topspin return, cross court return, return of cork spin. Rally – ability to sustain rally. Forehand strokes – lob, block of smash. Backhand strokes – lob, block of smash.
Area of assessment 3 – Tactics and strategies	Variation of service. Moving from attack to defence (and vice versa). Variation of shot. Use of slice and backspin. Depth of service.	Depth of rally. Change in depth. Use of advanced spin on service. Change of tactics during rally. Use of feint/disguise. Reaction to feint/disguise.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Tennis

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service – height of toss, footwork. 1st serve – depth, use of topspin, two different variations shown. 2nd serve – depth, ability to hit corners. Rally. Forehand – drive (down the line and cross court), net drop shot. Backhand – drive down the line, slice (down the line and cross court), net drop shot. Return of serve.	Service – use of spin. 1st serve – higher speed of delivery, ability to hit corners, body serve, slice. 2nd serve, higher speed of delivery, use of topspin, slice. Rally. Forehand – drop volley, drive volley, back court drop shot, smash. Backhand – drive down the line, slice (down the line and cross court), volley, smash. Return of serve.
Area of assessment 2 – Defensive skills	Return of service. Forehand – blocked return, drive down the line, topspin drive. Backhand – blocked return, slice return down the line. Rally. Forehand – loop recovery, lob. Backhand – loop recovery, lob.	Return of service. Forehand – slice, cross court returns (drive/topspin/slice). Backhand – topspin, cross court returns (drive/slice). Rally. Forehand – topspin lob , ½ volley. Backhand – ½ volley.
Area of assessment 3 – Tactics and strategies	Variation of service, position on court, moving from attack to defence (and vice versa), baseline play, net play, and variation of shot. Accuracy of 1st serve.	Accuracy and variation of 1st and second serve, attacking opponents second serve, use of serve and volley, chip and charge. Ability to maintain sustained baseline rally, use of feint/ disguise.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

Trampolining

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. There must be an element of judging evident to meet this criteria.

Students are assessed on their performance in two separate 10 bounce routines. Tariff details should be provided along with an outline of the routine.

Area of assessment	Core skills	Advanced skills
	Half twist jump, full twist jump, pike jump, straddle jump, tuck jump, seat landing, front landing, back landing, front somersault (pike), back somersault (tucked), back somersault (straight), back somersault to seat (tucked), half twist to feet	Twisting somersaults, Barani and moves of a higher tariff eg rudi, full in-full out (tucked)
Area of assessment 1 – Routine 1	Technical quality of routine – tariff score will need to be seen as it will be a differentiator between levels. If no somersault shown then mark as Limited (up to 3 marks). A routine of just one somersault will be Level 2 at best (up to 6 marks). A routine of two somersaults or tucked Barani will access Level 3 at best (up to 9 marks). To access the full range of marks the routine should include three advanced skills as a minimum (up to 15 marks).	
Area of assessment 2 – Routine 2	See descriptors above	
Area of assessment 3 – Tactics and strategies	Tariff selection in both routines. Placement of moves in both routines. Maintenance of height. Acceleration off the bed. Control of landings.	

Health and safety

Students are expected to perform and use the trampolines in a safe manner at all times. As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.

Participants may perform a 10 bounce routine of unlimited tariff (provided they are accompanied by a suitably qualified coach to supervise the routine).

Triathlon (sprint)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students are assessed on their performance in two separate events meeting the sprint triathlon course measurements of : swim - 750m, bike - 20 km, run - 5 km.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event 1	Swim: Head position – specific to open water. Leg action – specific to open water. Arm action – propulsion, entry/catch and pull, recovery specific to open water. Head turn breathing. Stroke turn over. Bike: Road cycling posture. Pacing, cornering, echelon riding, chain ganging/through and off cornering. Run: Head position, upright posture. Heel strike, leg drive and recovery phase, cadence. Arm action.	Swim: Sight and breath body action/bilateral breathing pattern. Maintain hydrodynamics. Bike: Road cycling – off camber cornering. Climbing/descending. Maintenance of cadence. Run: Increased contact time with ground, maintenance of technique throughout race duration. Ability to modify technique during sprint finish, Ascending (where course permits) leaning into the slope, mid-foot strike, uphill stride pattern, uphill arm drive.
Area of assessment 2 – Event 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Swim: pre-course strategy, line between buoys. Transition from swim to bike: route from water exit, route on land, apparel changing. Bike: maintenance of speed when descending, positioning in group, timing of sprint, breakaway, gear selection (where appropriate). Transition from bike to run – sliding from shoes, route into/out of transition area, apparel changing. Run: breaking from the group, running on the shoulder, position in relation to route, cornering. Pre-race route selection, positioning within the course in preparation for turns, attacking other runners.	Swim: drafting, sighting. Bike: ability to follow the wheel in front, adapting to environmental conditions, cycling in a crosswind/ headwind, responding to the race tactics of others. Run: responding to the race tactics of others, pacing, positioning within a group, timing of sprint finish, altering stride pattern to adapt to underfoot conditions/change in terrain.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

Volleyball

Students will be assessed on their performance in the role of their choice across each area of assessment in the fully competitive context, minimum of 4-a-side (men's or ladies' net height as appropriate).

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service. Underarm if used. Overarm – float. Dig – forward. Volley/set – forward. Tipping the ball. Spike.	Service. Overarm – topspin, side spin, jumping. Dig – reverse. Volley/set – reverse. Tipping the ball – non dominant arm. Spike – cross court. Use of feint/disguise.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Dig – two handed, backcourt. Volley – front court and back court return.	Dig – one handed, diving, recovery (on the move). Block. Reaction to feint/disguise.
Area of assessment 3 – Tactics and strategies	Maintain height above net. Shot selection. Court position in attack/ defence. Accuracy and effectiveness of shots. Awareness of position in rotation/formation. Accuracy of shot selection.	Libero role (if appropriate). Anticipation to aid positioning. Switching of position/ movement after serve into specialist position. Timing of attacking movements. Timing of defensive jumps.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) and follow guidance from the NGB with regard to the appropriate net height.

Water polo

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Swimming skills - treading water, stationary eggbeater, head up front and back crawl. Passing – (dry), push, use of deception. Receiving- catching, absorbing the ball. Moving with the ball - drive. Moving without the ball – drive to be free/score, V release. Shooting – skip shot, dry shot, lob shot. Offensive rebounding. Goalkeeper: Swimming skills - treading water, stationary eggbeater. Passing – (dry) push, throw.	Swimming skills – eggbeater moving, horizontal sculling, spidering, walking high. Moving without the ball – chop stroke to be free/score. Passing – wet, set. Jumping/elevating out of the water in various directions to pass. Shooting – sweep shot, helicopter backhand, use of deception/dummying (faking). Goalkeeper: Long range distribution – ability to find a teammate
Area of assessment 2 – Defensive skills	Marking – area/one-to-one/ double mark. Intercepting (no elevation). Defensive rebounding. Blocking, delaying driver. Goalkeeper: Ready position. Shot stopping - high/low. Long range saves.	Marking – 1:1, 2:2 duels. Jumping/elevating out of the water to intercept. Defending the shot – sweep shot, backhand shot. Goalkeeper: Jumping/elevating out of the water to save. Shot stopping – bounce shot, lob shot, backhand shot. One against one/close range saves.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Decision making when to pass/move with ball/shoot. Finding space/moving free. Denying space. Role at set plays, man down/up, swim off starting positions. Individual positional skills (attack and defence). Goalkeeper: Positioning during open play. Positioning at set plays.	Effectiveness in team tactics/ strategy, eg lanes defence, man to man, press, fast break, decoy runs, screening, post-up. Making themselves available for the ball. Goalkeeper: Anticipation. Organisation of team during open play. Organisation of team at set plays.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

Windsurfing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students should perform in fully competitive windsurfing races, demonstrating skills and tactics against suitably challenging opponents, at a suitably challenging event.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Transitions: use of effective vision, trim and counterbalance to tack and gybe efficiently. Using effective rig/board tuning, and sailors vision, board trim, counter-balance, and stance to maximise board speed around the course. Controlling speed of the board in manoeuvres such as mark rounding or developing positional space on the start line.	Transitions (tacking and gybing): carving, rail to rail adaptive to conditions, exiting at best speed whilst maintaining correct sailing line Up and downwind technique; adjusting stance, balance, trim and sail/board settings to take account of different conditions and changes in course. Board speed and control; using efficient body positions or pumping to maintain effective trim of the board and maximise speed.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Use of pre-start information to inform an effective race strategy. Starts: use of transits, line bias, and board control: stopping, holding position; accelerating, reversing, creating space. Selects an efficient course to the next mark or finish. Using the racing rules of windsurfing to avoid penalties or disqualification.	Adapting the race strategy to take account of changes in conditions or other competitor's actions. Adapting sailing course to the next mark, taking account of changes in the conditions (wind shifts, pressure, tide influence) and competitors, to gain an advantage in velocity made good (VMG). Race strategy; tuning equipment on the move, strategic observations: such as course skew, changes to wind and tidal direction and strength.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

Specialist activities

Blind cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Batting skills	Grip, stance, backlit. Front foot – defence, cover drive, off drive, on drive. Back foot – defence, cut, pull, glance.	Front foot – sweep, slog sweep, reverse sweep, switch hitting. Back foot – hook, square cut.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Bowling/fielding skills	Bowling, control of line and length, regular leg/off spin, inswing/outswing (standard delivery). Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep). Wicket keeper – fast/medium/ spin-standing up receiving ball from fielder (deep).	Bowling – googly, reverse swing, bouncer, Yorker, leg cutter, off cutter, slower ball – (Variety of deliveries). Fielding – one handed catches, accuracy of throws, run-outs (where appropriate), receiving ball from fielder close. Wicket keeper – stumpings, leg side takes/catches, one hand catches (both sides), receiving ball from fielder (deep).
Area of assessment 3 – Tactics and strategies	In their main role. Batting – shot selection, running between the stumps, calling. Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries. Fielding – individual positioning, backing up, fielding in one or two positions (wicket keeper is exempt). Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.	In two roles. Batting – up and down the order. Bowling – bowling to your field, positioning of fielders, wide variety of deliveries. Fielding – sliding to gather the ball, accuracy of long throws, flight of the throw, fielding in a wide variety of positions (wicket keeper is exempt). Wicket keeper – accuracy of appeals, effectiveness when standing up to medium/fast pace to add pressure on batter.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment, helmets (batting/wicket keeping), in order to ensure their own personal safety.

Boccia

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Throws at the jack	Effectiveness from Central boxes. Sending – rolling, length and speed.	Effectiveness from outer boxes (box 1 or 2, box 5 or 6). Sending – use of spin ricochet. Taking out opponents ball.
Area of assessment 2 – Blocking throws	Effectiveness from Central boxes. Covering and blocking	Effectiveness from outer boxes (box 1 or 2, box 5 or 6). Use of back spin to control bounce and roll.
Area of assessment 3 – Tactics and strategies	Shot selection. Jack length. Consistency of propelling the ball.	Variation in propelling the ball – height/angle/spin. Effectiveness with a variety of jack lengths.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Goal ball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Throws – from stationary. Straight ball. Side arm. Curved ball.	Throws – with one or more strides. Straight. Side arm. Curved 360º rotation.
Area of assessment 2 – Defensive skills	Dominant side. Blocking – forming a barrier. Straight body position/firm wall. Arm position. Leg position.	Non-dominant side. Blocking – forming a barrier. Straight body position/firm wall. Arm position. Leg position.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Central position accuracy. Selection of throw (based on coach guidance about target). Court coverage in defence. Timing of defensive movements. Communication with team.	Use of spin to reduce noise of the ball. Accuracy when throwing from wing position.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Powerchair football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Receiving the ball – stationary and on the move. Dribbling – in front of the chair. Passing/Goal kicks (goalkeeper only). Short pass. Long. 180° spin. Kick ins. Use of one side of the chair. Shooting. Close distance.	Dribbling – use of all parts of the chair. Passing. 180° spin. 360° spin. Free kicks. Kick ins. Use of both sides of the chair. Shooting. Long range.
Area of assessment 2 – Defensive skills	Tackling – both sides of the chair. Blocking – one side of the chair. Goalkeeper. From long range shots. Short range shots.	Tackling – both sides of the chair when moving. Intercepting. Blocking – with both sides of the chair. Goalkeeper. Saves from wider angles/ penalty kicks.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Role at corners/set play. Tracking back. Man-to-man marking. Range of passing. Decision making – when to pass/dribble/shoot or decision making when to tackle/jockey. Goalkeeper. Positioning during open play. Positioning at corners. Decision making – when to come out.	Jockeying. Interception of pass. Zonal marking. Use of feint/disguise. Reaction to feints/disguise. Goalkeeper. Organisation of team at corners. Organisation at free kicks (communication to create wall). Reaction to feints/disguise.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Polybat

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service. Return of service. Push. Hit.	Varied angle of strike. Varied angle of the ball (accelerating/decelerating the ball).
Area of assessment 2 – Defensive skills	Service. Return of service. Push. Hit.	Varied angle of strike. Varied pace of the ball (accelerating/decelerating the ball).
Area of assessment 3 – Tactics and strategies	Forehand/backhand selection forcing opponent to lift the ball. Bat placement. Use of the sideboards.	Shot variety, use of angle.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Table cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Core skills – hitting the ball (generally straight), keeping the ball on the table.

Advanced skills – use of angle when hitting the ball – effective with a variety of delivery speeds and types of delivery.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Batting skills	Batting – keeping the ball on the table, hitting the ball.	Batting – ability to vary shot to hit the scoring areas.
Area of assessment 2 – Fielding skills	Bowling – speed of push, accuracy of standard delivery - moving the fielder. Fielding – slow to medium reaction to the shot.	Bowling – use of the swing ball, adjusting angle of the ramp, variety of delivery. Fielding – fast reactions to the shot, catching.
Area of assessment 3 – Tactics and strategies	Shot angle variety, bowling accuracy, positioning of fielding boards. Selection of appropriate shot/ delivery.	Variation of batting angles to avoid fielding boards. Variation of bowling styles to defeat batsman. Effective fielding board placement.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Wheelchair basketball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Catching the ball – stationary, two handed on the move (where able) pick up from floor. Passing – two handed toss, flip pass, chest pass, overhead (two handed), bounce pass. Moving with the ball – two handed dribble, front dribble. Chair control – starting, stopping, change of direction, change of pace. Shooting – free shots, set shots (inside the key).	Catching the ball – one handed stationary, one handed moving. Passing – one handed passes, flip pass, hook, lob pass, bump. Moving with the ball – bump and roll, spin, one handed dribble. Shooting – lay ups, hook shots, set shots outside the key.
Area of assessment 2 – Defensive skills	Chair positioning. Chair control – starting, stopping, change of direction, change of pace.	Intercepting the ball, rebounds.
Area of assessment 3 – Tactics and strategies	Pass and dribble selection, variety of pass, accuracy of pass, shot selection, tracking player, chair positioning (blocking). Line of attack, moving into open space, defensive positioning. Pivot.	High speed moving with the ball, tandem defence, ability in zone defence, ability to beat defender, ability to prevent attacker moving towards hoop. Man to man marking, effectiveness in team strategy.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Wheelchair rugby

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Catching the ball – stationary, two handed on the move (where able) pick up from floor. Passing – two handed toss, flip pass, chest pass, overhead (two handed), bounce pass. Moving with the ball – two handed dribble, front dribble. Chair control – starting, stopping, change of direction, change of pace.	Catching the ball – one handed stationary, one handed moving. Passing – one handed passes, flip pass, hook, lob pass, bump. Moving with the ball – bump and roll, spin, one handed dribble.
Area of assessment 2 – Defensive skills	Tackling – from the front, back.	High speed tackle.
Area of assessment 3 – Tactics and strategies	Pass and dribble selection, variety of pass, accuracy of pass, tracking player, chair positioning (blocking). Line of attack, moving into open space, defensive positioning. Pivot.	High speed moving with the ball, tandem defence, ability in zone defence, ability to beat defender, ability to prevent attacker moving towards score zone.

Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

Levels of response grids

Levels of response grid for performer

All activities must be undertaken and assessed in full versions of a sport which in a fully competitive context apart from the following activities where it may be more appropriate to undertake and assess them in a 'performance context'.

- Climbing – a mountain climb involving challenge against the natural environment appropriate to the capabilities of the student.
- Dance – a formal dance show/production performing in front of an audience.

Area of assessments 1 and 2

Level	Mark	Description
5	13–15	Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/success. Advanced skills are frequently used successfully. Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context. Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.
4	10–12	Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently, often and successfully. Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations. Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.
3	7–9	Clear demonstration of a good level of core and moderate level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with good accuracy/success. Advanced skills are used but these are applied inconsistently. Maintains good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but sometimes makes errors in the more challenging situations. Good levels of physical fitness and/or psychological focus are frequently evident during the performance, although there may also be some deficiencies.

Level	Mark	Description
2	4–6	Clear demonstration of a moderate level of core and limited level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with moderate accuracy/success but student is not always consistent. Advanced skills are occasionally used but are rarely successful. Maintains moderate levels of technical competence in a fully competitive situation but often makes errors in the more challenging situations. As the challenge increases the level of competence lowers significantly. Moderate levels of physical fitness and/or psychological focus are sometimes evident during the performance, though there are some deficiencies.
1	1–3	Clear demonstration of only a limited level of core and no advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with limited accuracy/success and with a clear lack of consistency. Student cannot or does not demonstrate any advanced skills. Shows a limited level of technical competence in a fully competitive situation and nearly always makes errors in the more challenging situations. Physical fitness and/or psychological focus are rarely evident during the performance.
0	0	Nothing worthy of credit.

Area of assessment 3

Level	Mark	Description
5	13–15	Clear demonstration of an excellent level of motivation/commitment. Consistently demonstrates an excellent understanding and application of rules in a fully competitive/performance context. Excellent application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain an excellent level of success even at the highest levels of competition. Very few errors in performance are evident even in the application of advanced tactics and strategies. A very wide range of both core and advanced skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.

Level	Mark	Description
4	10–12	Clear demonstration of a very good level of motivation/commitment. Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography. Very good application of strategies/tactics or of the ability to compose/choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition. Some errors in performance are evident especially in the application of advanced tactics and strategies. A wide range of core skills/techniques and some advanced skills/techniques are evident in the delivery and planning of tactics/strategies or choreography.
3	7–9	Clear demonstration of a good level of motivation/commitment. Generally demonstrates a good understanding and application of rules in a fully competitive/performance context but with some inconsistency when applying advanced tactics/strategies/choreography. Good application of strategies/tactics or the ability to compose/choreograph routines enables the student to maintain a good level of success, but with some tactical errors at high levels of competition. Errors in performance are frequently evident especially in the application of advanced tactics and strategies. Performance is frequently consistent when applying tactics/strategies. A modest range of core skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.
2	4–6	Clear demonstration of a moderate level of motivation/commitment. Demonstrates a moderate understanding and application of rules in a fully competitive/performance context. Moderate application of strategies/tactics or the ability to compose/choreograph routines enables the student to achieve some success, but makes frequent errors at high levels of competition. Errors in performance are occasionally evident in the application of tactics and strategies. A limited range of core skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.

Level	Mark	Description
1	1–3	Clear demonstration of only a limited level of motivation/commitment. Limited understanding and application of rules in a fully competitive/performance context. Limited application of strategies/tactics or the ability to compose/choreograph routines. There are frequent errors in performance when applying tactics and strategies. A very limited range of core skills/techniques is evident in the delivery and planning of tactics/strategies or choreography.
0	0	Nothing worthy of credit.

Levels of response grid for coach

All coaching of activities must be undertaken and assessed in full versions of a sport which in a fully competitive context in the analysis and refinement stages, apart from the following activities where it may be more appropriate to undertake and assess them in a 'performance context'.

- Climbing – a mountain climb involving challenge against the natural environment appropriate to the capabilities of the student (At A-level it is expected that students should be working at level HVS 5A/5B and working towards level E1/5B).
- Dance – a formal dance show/production performing in front of an audience (minimum of 10 people in the audience).

Area of assessments 1 and 2

Level	Mark	Description
5	13–15	Clear demonstration of an excellent level of core and a very good level of advanced skills in coaching when analysing skills/techniques in a fully competitive/performance context. Excellent levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining skills/techniques to progress and modify performance. Maintains excellent levels of coaching competency when refining and modifying core skills and techniques. Maintains very good levels of coaching competency even when refining and modifying advanced skills and techniques. Excellent communication skills are clearly evident, normally using the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. Exercises/activities designed to modify and refine performance are normally suitably designed and delivered with an excellent level of success, even when working with students using advanced skills.

Level	Mark	Description
4	10–12	Clear demonstration of a very good level of core and a good level of advanced skills in coaching when analysing skills/techniques in a fully competitive/performance context. Very good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining skills/techniques to progress and appropriately modify performance. Maintains very good levels of coaching competency even when refining and modifying core skills and techniques. Maintains good levels of coaching competency even when refining and modifying advanced skills and techniques. Very good communication skills are clearly evident, usually using the relevant technical terminology and usually demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. Exercises/activities designed to modify and refine performance are usually suitably designed and delivered with a very good level of success. Usually makes errors in the most challenging situations.
3	7–9	Clear demonstration of a good level of core skills and satisfactory advanced skills in coaching when analysing skills/techniques in a fully competitive/performance context. Good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining a range of skills/techniques to logically progress and appropriately modify performance. Frequently fails to maintain competence when refining more advanced skills and techniques. Good communication skills are clearly evident, frequently using more advanced relevant technical terminology and frequently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. Exercises/activities designed to modify and refine performance are suitably designed and delivered with a good degree of success. Frequently fails to maintain competence when working with students using advanced skills.

Level	Mark	Description
2	4–6	Clear demonstration of a moderate level of core skills and limited level of advanced skills in coaching when analysing skills/techniques in a fully competitive/performance context. A moderate level of consistency, accuracy and success is evident when analysing, modifying and refining a range of skills/techniques to progress and appropriately modify performance. Moderate communication skills are evident – occasionally using more advanced technical terminology. The performer may misunderstand the coach's comments and directions. Exercises/activities designed to modify and refine performance are occasionally designed and delivered successfully. The student's competence is significantly affected by the level of the performer they are working with.
1	1–3	Clear demonstration of a limited level of core skills and no advanced skills in coaching when analysing skills/techniques in a fully competitive/performance context. Limited levels of consistency, accuracy and success when analysing, modifying and refining skills/techniques to modify performance. Limited communication skills are rarely used – technical terminology is basic and lacks explanation. Exercises/activities designed to modify and refine performance are rarely designed and delivered successfully. The student's competence is significantly affected by the level of the performer they are working with.
0	0	Nothing worthy of credit.

Area of assessment 3

Level	Mark	Description
5	13–15	Clear demonstration of an excellent level of motivation/commitment. Excellent levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining tactics/strategy/choreography. Maintains an excellent level of coaching competency even when refining and modifying advanced tactics/strategy/choreography. Excellent communication skills are clearly evident, normally using the relevant technical terminology and consistently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. Exercises/activities designed to modify and refine performance are normally suitably designed and delivered with an excellent level of success, even when working with students using advanced tactics/strategy/choreography. Performers are able to accurately apply the refined advanced tactics/strategy/choreography with few errors. Performers make excellent progress, thus demonstrating excellent analysis and modification from the coach.
4	10–12	Clear demonstration of very good levels of motivation/commitment. Very good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining tactics/strategy/choreography. Maintains very good levels of coaching competency even when refining and modifying advanced tactics/strategy/choreography. Very good communication skills are clearly evident, usually using the relevant technical terminology and usually demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. Exercises/activities designed to modify and refine performance are sometimes suitably designed and delivered with a very good level of success. Sometimes makes errors when developing advanced tactics/strategy/choreography. Performers are able to accurately apply the refined tactics/strategy/choreography but with some errors evident when attempting to apply advanced tactics/strategy/choreography. Performers often show very good improvement, demonstrating very good analysis and modification from the coach.

Level	Mark	Description
3	7–9	Clear demonstration of good levels of motivation/commitment. Good levels of consistency, accuracy and success are clearly evident when analysing, modifying and refining tactics/strategy/choreography. Often fails to maintain competence when refining more advanced tactics/strategy/choreography. Good communication skills are clearly evident, frequently using more advanced relevant technical terminology and frequently demonstrates the ability to adapt this language to ensure the performer understands the coach's comments. Exercises/activities designed to modify and refine performance are frequently suitably designed and delivered with a good degree of success. Frequently fails to maintain competence when working with students using advanced tactics/strategy/choreography. Performers are frequently able to accurately apply the refined tactics/strategy/choreography but with errors evident when attempting to apply advanced tactics/strategy/choreography. Performances frequently show good improvement, demonstrating good analysis and modification from the coach.
2	4–6	Clear demonstration of moderate levels of motivation/commitment. A moderate level of consistency, accuracy and success is evident when analysing, modifying and refining tactics/strategy/choreography. Moderate communication skills are evident – occasionally using more advanced technical terminology. The performer may misunderstand the coach's comments and directions. Exercises/activities designed to modify and refine a basic level of performance are occasionally designed and delivered successfully. Performers are able to occasionally apply some of the refined tactics/strategy/choreography but with errors occasionally evident. Performers occasionally show good improvement, demonstrating good analysis and modification from the coach.

Level	Mark	Description
1	1–3	Clear demonstration of limited levels of motivation/commitment. Limited levels of consistency, accuracy and success when analysing, modifying and refining tactics/strategy/choreography. Limited communication skills are used – technical terminology is rare, basic and lacks explanation. Exercises/activities designed to modify and refine performance demonstrated are rarely designed and delivered successfully. Rarely fails to maintain competence when working with students using basic tactics/strategy/choreography. Performers are able to apply some of the refined tactics/strategy/choreography but with errors highly evident. Performance shows limited improvement demonstrating moderate analysis and modification from the coach.
0	0	Nothing worthy of credit.

Performance analysis assessment (analysis and evaluation)

Students are required to analyse and evaluate, using appropriate theoretical content included in the specification, a performance as either player/performer or coach, in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another, as long as it is in an activity that is from the specification.

This can be completed either:

- in a purely written format, or
- via a combination of a written format (eg continuous prose/PowerPoint slides etc) and additional verbal explanation (eg expanding on PowerPoint presentation/interview).

Students will be assessed on their performance analysis assessment in the following two skills:

- Analysis (20 marks)
- Evaluation (25 marks)

Students will be assessed against the levels of response grids.

Analysis

Students should identify and explain two weaknesses: one from Area of assessment 2 and one from Area of assessment 3. The weaknesses can be in their own performance or the performance of another.

For each area of assessment, students may choose just one weakness (to show depth of knowledge) or more than one weakness (to show breadth of knowledge), but students must analyse weaknesses consistently in order to meet the bands in the assessment criteria.

Weaknesses must:

- link to either the core or advanced skills/tactics at A-level
- be from a competitive context
- be analysed in relation to the desired outcome (this may be a comparison to an elite performer, correct technical model or own/others' successful performance).

In the role of coach, the student will analyse others' performances within a fully competitive game/ formal conditions and discuss the impact that their weakness(es) have on the performance being analysed.

Evaluation

Students must demonstrate their knowledge of theoretical cause(s) and correction(s) for each of the weaknesses identified, ie the weakness(es) from Area of assessment 2 and the weakness(es) from Area of assessment 3. They must demonstrate depth of theoretical understanding across both weaknesses.

All causes and corrective measures used by the students must be from the theoretical content within the specification.

Levels of response grids for both performer and coach

Analysis of performance

Level	Mark	Description
5	17–20	Student is able to identify and explain weakness(es), illustrating an excellent level of awareness. Student demonstrates excellent levels of depth and/or breadth of analysis when analysing weaknesses, consistently highlighting the effect of prominent technical/tactical/strategic errors upon overall skill execution and performance. Student shows excellent knowledge and understanding of the different techniques/tactics/strategies used in the analysis. Student uses appropriate and correct technical terminology consistently.
4	13–16	Student is usually able to identify and explain the weakness(es), illustrating a very good level of awareness. Student demonstrates very good levels of depth and/or breadth of analysis when analysing weaknesses, usually highlighting the effect of technical/tactical/strategic errors upon overall skill execution and performance. Student shows very good knowledge and understanding of the different techniques/tactics/strategies used in the analysis. Student usually uses appropriate and correct technical terminology but the use of this terminology may occasionally be inconsistent.

Level	Mark	Description
3	9–12	Student is sometimes able to identify and explain the weakness(es), illustrating a good level of awareness. Student demonstrates good levels of depth and breadth of analysis when analysing weaknesses, sometimes highlighting the effect of relevant technical/tactical/strategic errors upon overall skill execution and performance. There may be some inaccuracy when analysing advanced skills/tactics/choreography. Student shows good knowledge and understanding of the different techniques/tactics/strategies used in the analysis. Student sometimes uses appropriate and correct technical terminology but the use of this terminology may sometimes be inconsistent.
2	5–8	Student is occasionally able to identify and explain weakness(es), illustrating a moderate level of awareness. Student demonstrates moderate levels of depth and breadth of analysis when analysing weaknesses, occasionally highlighting the effect of relevant technical/tactical/strategic errors upon overall skill execution and performance. There may be some inaccuracy when analysing core skills/tactics/choreography. Student shows moderate knowledge and understanding of the different techniques/tactics/strategies used in the analysis. Student occasionally uses appropriate and correct technical terminology but the use of this terminology is often inconsistent.
1	1–4	Student is rarely able to identify and explain weakness(es), illustrating a limited level of awareness. Student demonstrates limited levels of depth and breadth of analysis when analysing weaknesses, rarely highlighting the effect of technical/tactical/strategic errors upon overall skill execution and performance. Student shows limited knowledge and understanding of the different techniques/tactics/strategies used in the analysis. Student rarely uses appropriate and correct technical terminology.
0	0	Nothing worthy of credit.

Evaluation of performance

Level	Mark	Description
5	21–25	Student demonstrates excellent depth of knowledge of relevant theoretical causes and corrections in line with the detail required in the specification for that topic. The cause(s) are developed and directly linked back to the weakness(es) with a detailed explanation which contains few if any inaccuracies. Relevant corrective measures for weaknesses are identified and linked back to the cause(s) using theory from the specification with almost no inaccuracies. Student almost always uses an excellent level of technical language throughout this section of work.
4	16–20	Student demonstrates very good depth of knowledge of relevant theoretical causes and corrections in line with the detail required in the specification for that topic. The cause(s) are usually developed and directly linked back to the weakness(es) with a clear explanation which contains only occasional inaccuracies. Relevant corrective measures for weaknesses are usually identified and linked back to the cause(s) using theory from the specification with few inaccuracies. Student uses a very good level of technical language throughout this section of work although there may be occasional inconsistency.
3	11–15	Student demonstrates good depth of knowledge of relevant theoretical causes and corrections in line with the detail required in the specification for that topic. The cause(s) are sometimes developed and directly linked back to the weakness(es) with an explanation which may be lacking in depth with some inaccuracies. Relevant corrective measures for weaknesses are sometimes identified and linked back to the cause(s) with theory from the specification but with some inaccuracies. Student uses a good level of technical language throughout this section of work, although there are likely to be some inconsistencies.

Level	Mark	Description
2	6–10	Student demonstrates a moderate depth of knowledge of relevant theoretical causes and corrections in line with the detail required in the specification for that topic. The cause(s) are occasionally developed to a basic level and may be linked back to the weakness(es) with an explanation which is likely to be lacking in depth with inaccuracies. Relevant corrective measures for weaknesses are occasionally identified and linked back to the cause(s) with theory from the specification but with inaccuracies. Student uses a reasonable level of technical language throughout this section of work, but with inconsistencies.
1	1–5	Student demonstrates a limited depth of knowledge in all of the relevant theoretical causes and corrections in line with the detail required in the specification for that topic. The causes are rarely developed or linked back to the weaknesses. Relevant corrective measures for weaknesses may be occasionally identified but are rarely linked back to the cause(s) with theory from the specification. Student uses a limited level of technical language throughout this section of work and there are inconsistencies.
0	0	Nothing worthy of credit.

5 Non-exam assessment administration

The non-exam assessment (NEA) for this specification is split into two strands: a practical performance, and an analysis and evaluation of a performance.

Visit aqa.org.uk/7582 for detailed information about all aspects of NEA administration.

The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions and Joint Council for Qualifications (JCQ) instructions.

5.1 Supervising and authenticating

To meet Ofqual's qualification level conditions and requirements:

- **students** must sign the *Candidate record form* (CRF) to confirm that the work submitted is their own
- all **teachers** who have marked a student's work must sign the declaration of authentication on the CRF. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- teachers must ensure that a CRF is provided with each student's work.

Teachers must ensure there is sufficient direct supervision so the work submitted can be confidently authenticated as belonging to the student concerned. Further guidance on supervising and authenticating student work for the performance assessment (practical performance) and the performance analysis assessment (analysis and evaluation) aspects of NEA is provided below.

If a student receives additional assistance which is acceptable within the guidelines for this specification, you should award a mark that represents the student's unaided achievement. You must record the support the student received on the CRF and sign the authentication statement. If the statement is not signed, there is no evidence that the work has been properly authenticated and AQA will set the associated marks to zero.

Performance assessment

Where practical performances have been carried out within the school/college, students must be under direct supervision and the work must be marked by the teacher. The teacher can then be confident the performances are authentic.

Work may be completed outside of school/college without direct supervision for offsite activities and/or activities that cannot be replicated live at moderation. Where an assessed activity has been performed outside of school/college (see Moderation (page 121) for more detail) an audiovisual recording of that performance must be made. To identify the performance, the student must provide the following information at the start of the recording:

- five digit centre number
- candidate number
- candidate name
- component code

- activity
- role.

To ensure the authenticity of the performance, the student's face must be clearly visible at the start of the recording. If the activity involves multiple competitors, eg team games, the student must stipulate how they can be identified on the recording, eg by a coloured bib or a shirt number. This ensures the teacher can be confident the performance on the recording is authentic and is by the student. The teacher must use this evidence to mark the student in that activity.

Performance analysis assessment (analysis and evaluation)

Students don't need to be supervised at all times when completing this work. Work may be completed outside of school/college without direct supervision, provided the teacher is confident the work produced is the student's own and marks the student's work. Teachers must be sufficiently familiar with the student's general standard to judge whether the piece of work submitted is within his/her capabilities. Familiarity with the student's general standard will be obtained over the duration of the course of study.

Where this work has been carried out in written format, students must insert the following details on each page of work as a header or footer:

- five digit centre number
- candidate number
- component code.

Where this work has been carried out in verbal format and been evidenced via an audiovisual recording (see Moderation (page 121) for more detail), the student must provide the following information at the start of the recording:

- five digit centre number
- candidate number
- candidate name
- component code
- activity
- role.

To ensure authenticity of the work, the student's face must be clearly visible throughout the recording. This is to ensure the teacher can be confident the performance on the recording is authentic and that of the student.

5.2 Avoiding malpractice

Please inform your students of the AQA regulations concerning malpractice. They must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

If you identify malpractice **before** the student signs the declaration of authentication, you don't need to report it to us. Please deal with it in accordance with your school or college's internal procedures. We expect schools and colleges to treat such cases very seriously.

If you identify malpractice **after** the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from the JCQ website at jcq.org.uk

You must record details of any work which is not the student's own on the front of the (CRF).

You should consult your exams officer about these procedures.

5.3 Teacher standardisation

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation.

For further information about teacher standardisation visit our website at aqa.org.uk/7582

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at pe@aqa.org.uk for details of your adviser.

5.4 Internal standardisation

You must ensure that you have consistent marking standards for all students. One person must manage this process and they must sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or examples from our teacher standardisation.

5.5 Commenting

To meet Ofqual's qualification and subject criteria, you must show clearly how marks have been awarded against the assessment criteria in this specification.

Your comments will help the moderator see, as precisely as possible, where you think the students have met the assessment criteria.

You must record your comments on the *Candidate record form*.

5.6 Submitting marks

You must check that the correct marks are written on the *Candidate record form* and that the total is correct.

The deadline for submitting the total mark for each student is given at aqa.org.uk/keydates

5.7 Factors affecting individual students

Occasional absence: you should be able to accept the occasional absence of students by making sure that they have the chance to make up what they have missed. You may organise an alternative supervised session for students who were absent at the time you originally arranged.

Students not available for moderation: where a student that has been requested to form part of the moderation sample is unavailable for the moderation visit, then the moderator will select an alternative student to make up the sample. The school/college must ensure that the replacement student is available for moderation. This will be in the form of a live performance as part of the visit or through audiovisual evidence. If it is via audiovisual evidence, the school/college must ensure that this evidence is available on the moderation day. The replacement student must have the same mark (or a mark as close as possible to the same mark), as the student originally selected in the sample.

Short term and long term injury: where students are injured for a short period of time, then after they have recovered they should make up what they have missed. If the student is suffering a long term injury, then either audiovisual evidence for the performance can be provided, if available and if it meets the authenticity requirements OR the student can be assessed as a coach in their chosen activity. If there is no audiovisual evidence available, the school can apply for special consideration through AQA. In these circumstances students must complete a minimum of 50% of the overall assessment for the qualification and all of the assessment objectives in the NEA must be covered.

Lost work: if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at aqa.org.uk/eaqa

Special help: where students need special help which goes beyond normal learning support, please use the CRF to tell us so that this help can be taken into account during moderation.

Students who move schools: students who move from one school or college to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early in the course, the new school or college should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated Elsewhere'.

For advice and guidance about arrangements for any of your students, please email us as early as possible at eos@aqa.org.uk

5.8 Keeping students' work

Students' work must be kept under secure conditions from the time that it is marked, with completed CRF. After the moderation period and the deadline for Enquiries about Results (or once any enquiry is resolved) you may return the work to students.

5.9 Moderation

Performance assessment (practical performance) will be moderated by visiting moderation. The performance analysis assessment will be moderated by post. This will be after the deadline date for submission of marks for all assessments. An indication of the timeline for moderation can be found at aqa.org.uk in a document entitled *Teaching guide: NEA*.

Performance assessment (practical performance)

At the moderation visit, the moderator will see a sample of student performances. The sample will be made up of students across a range of marks and across a range of activities offered within a school/college and will be selected by the moderator. Schools will send the marks for all of their students, to the moderator no later than two weeks prior to the arranged visit. This can be done electronically via email or in hard copy through the post. The moderator will use these marks to select a representative sample. The criteria that the moderator will apply when selecting the sample are:

- the top scoring student overall
- the lowest (non-zero) scoring student overall, in their best area of assessment
- a number of students across a range of marks in between
- in the roles offered
- and across a range of activities.

Moderators will only see students that form part of the sample in one area of assessment for the purposes of moderation. Ensuring this spread of marks within the sample, across a range of activities, will be the driver behind sampling decisions.

It is the responsibility of the school/college to ensure that the visit is appropriately organised in such a way that students have every opportunity to replicate the level of performance at the time when the mark was awarded by the teacher (students' performances should be marked at a level at which they can perform consistently, so that replication of that level of performance at moderation is realistic). Performances at moderation must clearly show how the student gained the marks awarded by the teacher.

It is the responsibility of the school/college to ensure that an audiovisual recording is made of the performances evidenced at the moderation visit. They must ensure that the footage is clear and of sufficient quality to be adequately reviewed.

For any activities that cannot be replicated live at moderation, schools/colleges must ensure that audiovisual evidence is available. This is to ensure that this work can be moderated if chosen as part of the sample and as a way of authenticating the evidence generated by the student. It is the responsibility of the school/college to ensure that the footage is clear and of sufficient quality to be moderated. It needs to be of sufficient length to show how the student has gained the marks awarded by the teacher. It is the responsibility of the school to ensure that facilities are available at the visit to view any activities that have been evidenced by audiovisual footage and form part of the moderation sample. Where audiovisual evidence is not available for a student assessment in an activity that has been included in the moderation sample, and the activity cannot be replicated live at moderation, the student will receive a mark of zero for their assessment in that activity. Further instructions about filming moderation and activities that cannot be replicated at moderation can be found at aqa.org.uk in a document entitled *Teaching guide: NEA*.

At no time during the visit will the moderator discuss marks with teachers/students or give feedback on the accuracy of marking within a school/college. Schools/colleges will only find out the outcome of moderation on results day.

At the end of the visit, the school will provide the moderator with a copy of the audiovisual evidence from the moderation visit and any other audiovisual evidence of activities that formed part of the sample. This is to allow for the completion of all relevant enquiries about results and appeals. If the footage is not clear and of sufficient quality to be adequately reviewed, then a re-moderation will not be possible and the outcome of the original moderation will be upheld.

Before students embark on an activity, which will in due course be assessed, schools/colleges must ensure that there will be no obstacles to the filming of that activity, for example if a swimming pool prohibits filming for child protection reasons or if it is impossible to obtain footage of sufficient quality when filming a student climbing a rock face. If it is not possible to appropriately film an activity for any reason, then students cannot use it as part of their assessment. Students must select a different activity to use as part of their assessment.

Performance analysis assessment (analysis and evaluation)

The moderator sees a sample of student work. The sample will be made up of work from the same sample of students seen for the performance assessment (practical performance).

The performance analysis assessment (analysis and evaluation) can be completed in either written or verbal format. This work must be evidenced, regardless of the format chosen. If it has been carried out in written format, then written evidence of the work must be available. If it has been carried out in verbal format, then an audiovisual recording of the student completing the task must be made. It is the responsibility of the school/college to ensure that the footage is clear and audible. If it is not, you may jeopardise the moderation process and are liable to have an adverse effect on the marks of some or all students. It is also the responsibility of the school to ensure that all student work is evidenced. If a student's work is not evidenced and available for moderation, the student will receive a mark of zero for this aspect of the NEA. Further instructions about filming the performance analysis assessment (analysis and evaluation) can be found at aqa.org.uk in a document entitled *Teaching guide: NEA*. If the work is not available for a student that has formed part of the sample, either in written format or in audiovisual format where the work has been undertaken verbally, the student will receive a mark of zero for this aspect of NEA.

School and college consortia

If you are in a consortium of schools or colleges with joint teaching arrangements (where students from different schools and colleges have been taught together but entered through the school or college at which they are on roll), you must let us know by:

- filling in the *Application for Centre Consortium Arrangements for centre-assessed work*, which is available from the JCQ website jcq.org.uk
- appointing a consortium co-ordinator who can speak to us on behalf of all schools and colleges in the consortium. If there are different co-ordinators for different specifications, a copy of the form must be sent in for each specification.

We will allocate the same moderator to all schools and colleges in the consortium and treat the students as a single group for moderation.

All the work must be available at the lead school or college.

5.10 After moderation

We will return your students' performance analysis assessment (analysis and evaluation) work to you after the exams. You will also receive a report when the results are issued, which will give feedback on the appropriateness of the tasks set, interpretation of the marking criteria and how students performed in general. Schools/colleges will need to make written performance analysis

assessment (analysis and evaluation) work available to AQA in the event of requesting a re-moderation.

We will retain the audio visual recording of the performances seen at moderation, along with any audiovisual evidence for activities that could not be replicated live at moderation but formed part of the sample. This will be for a sufficient period of time to allow for the completion of all relevant enquiries about results and appeals.

To meet Ofqual requirements, as well as for awarding, archiving or standardisation purposes, we may need to keep some of your students' work. We will let you know if we need to do this.

Schools/colleges will only find out the outcome of moderation on results day. Where marking is deemed to be too lenient/severe at moderation, an adjustment to all student marks will be made by AQA. This will be across the performance assessment (practical performance) and the performance analysis assessment (analysis and evaluation).

6 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

6.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, further and higher education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA Advanced Level GCE in Physical Education	7582	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCE qualification level conditions that apply to all GCEs
- Ofqual GCE subject level conditions that apply to all GCEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8633/1.

6.2 Awarding grades and reporting results

The A-level qualification will be graded on a six-point scale: A*, A, B, C, D and E.

Learners who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

6.3 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

6.4 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

However, we recommend that students should have the skills and knowledge associated with a GCSE Physical Education course or equivalent.

6.5 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

6.5.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille. This is also applicable to the practical activities criteria. See Disability/specialist activities (page 35) for further information on how to go about this.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

6.5.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

6.6 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

6.7 Private candidates

This specification is not available to private candidates.

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/7582

You can talk directly to the Physical Education subject team:

E: pe@aqa.org.uk

T: 01483 477 822

aqa.org.uk

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