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WJEC GCSE in PHYSICAL EDUCATION

**For Teaching from 2009
For Award from 2011**

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PHYSICAL EDUCATION

SUMMARY OF ASSESSMENT

Unit 1: Factors affecting exercise, performance, health, well-being and lifestyle choices Written Paper: 1 hour 30 minutes 100 marks (80 UMS)
Section A (20%) Compulsory questions to test knowledge and understanding of physical fitness, its assessment and factors affecting participation, provision and performance in sporting, health and well-being activities. This will be assessed through a series of short answer and extended writing questions.
Section B (20%) Compulsory questions to test knowledge and understanding of physical, psychological and tactical/ technical factors that have an influence on performance, health and well-being. This will be assessed through a combination of short answer and extended writing questions. This examination will be available either as an electronic assessment or as a traditional written paper.
Unit 2: Performance in Physical Education (60%) Practical Controlled Assessment 120 marks (120 UMS)
Assessment of four practical activities

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2010	June 2011 and each year thereafter
	Subject	Option*		
Unit 1	4421	01 or W1		✓
Unit 2	4422	01 or W1		✓
Subject Award	4420	01 or W1		✓

* Option Codes: English Medium 01, Welsh Medium W1

N.B. First Certification of Short Course: Summer 2010
First Certification of Full Course: Summer 2011

Qualification Accreditation Number: 500/4587/8

PHYSICAL EDUCATION

1

INTRODUCTION

1.1 Rationale

This specification reflects the philosophy underpinning the National Curriculum orders in Physical Education and allows candidates to build on the experience gained in the previous key stages particularly in relation to the areas of experience in physical education, namely Adventurous activities, Creative activities, Competitive activities and Health, Fitness and well-being activities.

It is designed to:

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

1.2 Aims and Learning Outcomes

Following a course in GCSE Physical Education should encourage students to:

- become increasingly physically competent through being actively involved in a range of physical activities;
- become increasingly effective in their performance in different types of physical activity such as player/ participant, leader and official;
- develop their ability to engage independently and successfully in the processes of different types of physical activity;
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

1.3 Prior Learning and Progression

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

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

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

We do not foresee any part of the assessment forming a barrier to any student although disabled candidates may find some physical activities difficult.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 7210.

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

2**CONTENT****UNIT 1: Factors affecting exercise, performance, health, well-being and lifestyle choices.****Section A: Factors affecting performance, participation and provision in sporting and health activities**

1. PERFORMANCE
2. PARTICIPATION AND PROVISION

PERFORMANCE

Candidates will be expected to show knowledge and understanding of the factors affecting health, lifestyle and performance in contemporary society.

- Candidates will be expected to show knowledge and understanding of health related exercise programmes and physical/skill fitness programmes and how they affect lifestyle, well-being, health and performance.
- They will be expected to show knowledge and understanding of the principles of programme development, methods of training and fitness testing.
- Candidates should be able to apply their knowledge to plan for both the improvement of performance and to the development of health and well-being.

Health and Physical Fitness

Definitions – health and fitness and their relationship and differences.

Definitions – health related programmes/fitness related programmes.

The health benefits from following a programme – physical, social and mental well-being.

Health reasons for participation in physical exercise: well-being/positive self-image/longevity/ stress reduction/ illness avoidance.

Physical fitness and how it is used to develop performance in a variety of physical activities.

Skill related fitness and how it is used to develop performance in a variety of physical activities.

Components of health related fitness

Definitions of:

Cardio vascular fitness, muscular endurance, muscular strength, flexibility, body composition.

Candidates should know how these components are developed and are used to lead to an improved lifestyle and/or performance.

Candidates should know how these components can contribute to a sense of personal well-being and to a healthy lifestyle.

Components of skill related fitness

Definitions of:

Speed, agility, power, reaction time, co-ordination, balance.

Candidates should know how these components are developed and are used to lead to an improved lifestyle and/or performance.

Evaluation of Health and Fitness

Candidates should know how to assess the performer's health and fitness.

Candidates should be familiar with simple forms of monitoring exercise e.g. diary keeping, pedometers, calories used and increases in heart rates demonstrating an increase in stress on the heart.

Candidates should have knowledge of the following means of assessment. These will differ depending on the different types of participant and desired outcome.

- MSFT/Coopers 12 min run, abdominal curl/press up test, hand grip/1 rep max, sit and reach/hyperextension, skin fold callipers/body density or other appropriate tests.
- Illinois agility run, 30/50m sprint, vertical jump, stork balance, alternate hand throw, ruler drop test or other appropriate tests.
- Health questionnaires and screening e.g. blood pressure.
- Protocols, reliability and validity for all tests should be taught.

Candidates should know:

- The reasons why we assess for health and fitness.
- The reasons why assessment of health and fitness can help an individual plan how they and others can develop and maintain a regular involvement in healthy physical activity.

Health and Fitness Exercise Programmes

Candidates should know how to:

- Develop, monitor and maintain a (a) health related and (b) fitness related programme.

Candidates should be familiar with simple forms of monitoring exercise e.g. diary keeping, pedometers, calories used and increases in heart rates demonstrating an increase in stress on the heart.

- Understand and apply the following principles:
- Specificity, progression, overload (intensity, frequency, duration), reversibility, tedium.

Methods of Training

Candidates should be familiar with popular forms of training and exercising and how different methods can be used to develop and improve both health and performance.

Candidates should be aware of the suitability of various types of exercise depending upon the needs of the individual i.e. gentle jogging or walking for fat loss as opposed to anaerobic threshold training for an elite athlete.

Candidates should understand how different types of activity may be more health than fitness related e.g. swimming rather than running for a health related programme as the water supports the body and there is less stress on the joints.

Candidates should also be familiar with the various intensities and durations of exercising depending upon individual needs.

Candidates should have knowledge of the following methods of exercising and training:

Continuous training methods	- Fartlek/continuous
Interval training methods	- circuit/weight/interval
Mobility training methods	- static, active, dynamic, PNF, static
Plyometrics	- explosive strength, power, eccentric muscular contractions
Altitude training	

Application of Training

Candidates should understand the importance of:

- exercise and training routines i.e. changing daily or weekly routines to increase the duration of exercise e.g. walking to school rather than catching the bus, or attending football training regularly twice weekly.

Training session	- Warm up – skills – small sided game – fitness – cool down.
Training cycle	- periodisation, pre-season, peak season, out of season (closed).

Candidates should be able to make the link between physical fitness and sporting activities.

Candidates should be able to apply their knowledge of training to planning and maintaining involvement in regular exercise.

PARTICIPATION AND PROVISION

Candidates will be expected to show knowledge and understanding of the factors affecting participation in physical activity in contemporary society.

Candidates will focus on:

- Popularity and participation levels – e.g. school, family, society, peers;
- Gender, race and social issues;
- Influence of school physical education programme e.g. initiative 5x60, National curriculum, extra curricular, wider curriculum;
- Risks associated with sedentary lifestyle;
- Financial constraints;
- Media coverage;
- Deviance e.g. drug taking to improve performance.

Candidates will be expected to show knowledge and understanding of the factors affecting provision in physical activity in contemporary society.

Candidates will focus on:

- Government policies/funding/target groups e.g. *health agenda*, *SCW*, *Sport England*;
- School and community links e.g. Physical Education and School Sport;
- Provision of community resources/facilities – opportunities.

Candidates will be expected to show knowledge and understanding of how the above factors affect lifestyle choices and performance.

Section B: The physical, psychological, tactical and technical influences on health, fitness and well-being, lifestyle choices and performance

Candidates will be expected to show knowledge and understanding of the influences that can develop and maintain their involvement in physical activity as part of a balanced, healthy, active lifestyle.

Candidates will be expected to show knowledge and understanding of the influences of the wide range of health, fitness and well-being activities which can contribute to a balanced, healthy lifestyle.

Candidates will be expected to show knowledge and understanding of the influences that need to be considered/applied to increase physical competence and effectiveness in a wide range of activity/role.

Candidates will be expected to appreciate the diversity of opportunity available for being involved in physical activity:-

- (1) Aspiring to reach as high a level of performance as possible.
- (2) Aspiring to develop healthy activity patterns – balanced lifestyle and management.
- (3) Aspiring to develop personal health and well-being through programme design and monitoring, and to appreciate health/safety issues relating to physical activity in all its forms.

Physical Influences on Health, Lifestyle and Performance

Candidates will be expected to show knowledge and understanding of how the following physical factors relate to informing and improving performance and participation in physical activity and how they impact on health and lifestyle issues.

- Health, fitness and exercise, their relationship and how they influence personal well-being. The importance of an active, healthy lifestyle. Lifestyle choices and adherence.
- The influence of the intensity and duration of exercise on health, a balanced, active lifestyle and performance in physical activity.
- The energy continuum – aerobic/anaerobic activities.
- Training thresholds/training zones/lactate production - O_2 debt occurrence – recovery rates.
- The muscular, skeletal, respiratory and circulatory systems and how they relate to/effect health, performance and lifestyle.
- The short-term effects of exercise, the long-term benefits of exercise on the skeletal, muscular, cardio-vascular and respiratory systems as well as the benefits to a sense of well-being.
- Minimising risk to create a safe environment for adopting an active, healthy lifestyle.
- Fuel for exercise: Relationship between exercise and weight levels and affects on health and performance.
- The range of physical activities and the roles within physical activities that can contribute to a balanced, healthy lifestyle.

Psychological Influences on Health, Lifestyle and Performance

Candidates will be expected to show knowledge and understanding of how the following psychological factors relate to informing and improving performance and participation in physical activity and how they impact on planning for a healthy lifestyle.

- Motivation – as a means of achieving sustained involvement in physical activity and to follow an active, healthy lifestyle.
- Adherence – as a means of achieving sustained involvement in physical activity and to follow an active, healthy lifestyle.
- Goal-setting, especially in relation to lifestyle choices leading to healthy, active participation in a wide range of physical activities and roles.

Technical and Tactical Influences on Health, Lifestyles and Performance

Candidates will be expected to show knowledge and understanding of how the following technical factors relate to informing and improving performance and participation in physical activity and how they impact on health and lifestyle issues.

- Types and characteristics of skill and skilled movement.
- The learning process in terms of feedback, guidance, leadership and practice that can inform for the purposes of evaluating, analysing and planning for effective involvement in physical activity and to follow an actively healthy lifestyle.
- Technological developments – their influence on creating environments conducive to promoting involvement in physical activity and healthy lifestyles.

3

ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE in Physical Education is untiered, i.e. all components/units cater for the full range of ability and allow access to grades A*-G for the subject award.

The scheme of assessment will consist of:

Written Paper (1 hour 30 minutes, 100 marks)

Section A. A series of short answer and extended writing compulsory questions to test candidates' knowledge and understanding of exercise and fitness, its assessment and factors affecting performance, provision and participation in sporting, health and well-being activities.

Section B. A series of short answer and extended writing compulsory questions to test candidates' knowledge and understanding of the physical, psychological and technical/tactical factors that have an influence on performance, health and well-being.

Controlled Assessment (120 marks)

Candidates must be assessed in **four performances**, at least **two** of which must be as a player. The other two can be as a player, leader or official (see Section 5, Administration of Controlled Assessments for more details).

Note: 'A player' is the generic term for participant.

Candidates can only be assessed once as a leader and once as an official. E.g. it would not be permissible for a candidate to be assessed leading in netball and then again in another activity. Similarly, this would apply to officiating. See page 34 for activities that have been deemed suitable for assessment as an official.

The performance should be supervised and assessed by the teacher and will be moderated externally.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1 Recall, select and communicate their knowledge and understanding of physical activity

AO2 Apply skills, knowledge and understanding in physical activity

AO3 Analyse and evaluate physical activity and identify action to bring about improvement

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	AO3	Total
Unit 1 Written Paper Section A	13%	3%	4%	20%
Section B	13%	3%	4%	20%
Unit 2 Controlled Assessment	4%	44%	12%	60%
Total Weighting	30%	50%	20%	100%

3.3 Quality of Written Communication

For questions involving extended writing in Section A and Section B, candidates will be assessed on the quality of their written communication with the overall assessment of that section.

Mark schemes for these components include the following specific criteria for the assessment of written communication:

- Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- Selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- Clear and coherent organisation of information, use of specialist vocabulary where appropriate.

4**AWARDING, REPORTING AND RE-SITTING**

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the total mark for this component may be carried forward for aggregation with the external components when these are re-taken.

5

ADMINISTRATION OF CONTROLLED ASSESSMENT

The activities for the WJEC GCSE Physical Education specification are categorised into the four **areas of experience** as specified in “Physical Education in the National Curriculum for Wales”2008.

To enable maximum accessibility and choice for candidates these areas of experience are further sub-divided into **areas of activity**. (See page 17).

For example “Competitive” is an area of experience which has Games, Swimming, Athletics and Combat as its areas of activities.

TASK SETTING

Candidates must offer **four performances, at least two** as a player and **two** others as either a player, leader or official.

Their participation as a player must come from at least **two** different **areas of activity** but can still be from the same area of experience.

Candidates can perform no more than two roles in one *activity*.

Some practical activities may belong in more than one area of experience e.g. *Rowing and cycling could be pursued **Competitively** or as a **Health, Fitness and well being** activity.*

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

Only one activity can be offered from the area of experience of Health, Fitness and Well-being.

Candidate cannot be assessed as an official in a Health, Fitness and well-being activity.

TASK TAKING

Supervision

Completion of the tasks will be undertaken during class time under **informal supervision**. Preparation and research may be completed independently with limited supervision. Candidates may bring any resources that they accessed or produced during research for the completion of the tasks.

Feedback

Teachers can offer **feedback** on the preparatory work and guide and assist in the normal way. However, some candidates will require more assistance than others. The extent of the support given should be recorded by teachers and should be borne in mind when assessing the candidates performance.

During the completion of the controlled assessment teachers are allowed to clarify issues but not to offer solutions or suggestions.

Time

The **time** taken for controlled assessment tasks should be as follows:

The **completion** of each task in class time should be appropriate to the activity that is being assessed to enable students to access the full range of the criteria. This does not need to be in one block. It is advisable to assess formatively as well as summatively to ensure any candidates who might sustain an injury are assessed and are not disadvantaged. Centres with candidates who have any special requirements should contact WJEC to discuss any extra time that might be afforded.

Authenticity

During the preparatory phase, the work of candidates may be informed by working with others but they must ultimately produce an individual response during the controlled assessment.

Resources

The candidates' access to certain **resources** including visits to sports facilities is determined by the centre and the availability of these resources.

TASK MARKING

This has a medium level of control.

Initial Marking

Teachers mark the controlled assessment tasks using the assessment criteria specified by WJEC. Assessment of all activities will be through Rich Tasks.

For Areas of Experience Health, Fitness and Well-being and Adventurous there will be generic assessment criteria.

For Creative and Competitive Areas of Experience each Area of Activity will have a generic assessment criteria.

Internal Moderation

If work is marked by more than one teacher there should be **internal moderation** of the marking to ensure consistency across all groups/candidates. This must be done before a sample is chosen for external moderation.

External Moderation

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

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

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

All candidates should be present on the day of moderation. Where numbers are large a representative sample, to cover the whole ability range, may be appropriate for any given activity. In such instances the same group of candidates should not be used for every activity being shown. Unless there are special circumstances all candidates should be seen performing on the day possibly in at least two activities. Candidates must be clearly identified.

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

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

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

It is the centres responsibility to ensure that all candidates are able to access all assessment criteria through the skills, drills, games and performance on the moderation day.

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

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

AREAS OF EXPERIENCE

Health fitness and Well being	Creative	Adventurous	Competitive
Yoga Weight Training Circuit Training Step Aerobics Aerobics Machine Rowing (non competitive) Cycling (non competitive) Power Walking	Gymnastic activities Olympic (formal) Rhythmic Thematic Acrobatic Martial Arts Trampolineing Diving Dance activities Contemporary Street Hip Hop Folk Historical Theatrical Jazz Social	Hill Walking Rock Climbing Sailing Canoeing Kayaking Ski-ing Snowboarding Water Ski-ing Wind Surfing Scuba Diving Life Saving Mountain Biking Horse Riding Surfing	Games activities Football Rugby League Rugby Union Netball Basketball Hockey or Ice Hockey Lacrosse Badminton Table Tennis Tennis Squash Volleyball Cricket Baseball or Rounders or Softball Bowls Golf Water polo Swimming activities, Swimming Life Saving Athletic activities Athletics (track & field) Cross Country running Rowing Weight lifting Cycling Combat activities Judo Fencing

Any other activity that does not appear within the specification needs to be approved by WJEC.

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

Where candidates do offer off-site activities as part of their assessment teachers should ensure that the appropriate assessment criteria is used and the procedures for the Administration of Controlled Assessment (Section 5) are followed.

In England:

Candidates must ensure that the selected activities are from a minimum of two of the areas specified in 'Range and Content' of The National Curriculum 2007.

In Northern Ireland:

Candidates must ensure that the selected activities are from a minimum of two of the activity areas specified in the Education (Curriculum Minimum Content) order (Northern Ireland) 2007.

Where candidates do offer off-site activities as part of this assessment teachers should ensure that the appropriate assessment criteria is used and that the procedure for the Administration of Controlled Assessment (Section 5) is followed.

Practical Assessment Rich Tasks

Practical work will be assessed using Rich Tasks.

These Rich Tasks set out the aims of the activity and are accompanied by the task and assessment criteria.

Each assessment criteria refers to “knowledge, understanding and application of rules and conventions and risk assessment”.

The Rich Tasks will assess practical performance and provide opportunities for candidates to experience officiating and some leadership

There is a **Generic Leadership Rich Task** that can be applied to any activity.

There is a **Generic Officiating Rich Task** that can be applied to any activity.

AREA OF EXPERIENCE – COMPETITIVE

RICH TASK: PLAYER

Rich Task: Competitive activities (Games)

Candidates will be assessed on their ability to perform as a player. The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

- Perform as a player under competitive conditions, displaying all aspects of competency related to the activity. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to an active and healthy lifestyle.

Task

Play in one position in the context of a small sided and full sided game. Conditions may be placed on the small sided game to allow all assessment criteria to be assessed. Each game should last for a minimum of 30 minutes.

Within the game candidates should demonstrate strategies and tactics e.g. how to defend a direct free kick/short corner.

The Player will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training, how the activity fits into a healthy lifestyle (long term)*
- Perform within a full sided game, in a specific position
- Select and apply appropriate skills and techniques to show increasing precision and control
- Select and apply appropriate strategies and tactics within the game situation *e.g. demonstrate an ability to adapt to a changing situation*
- In the context of the activity analyse and evaluate their own and others performance in order to improve performance

Assessment Criteria Competitive activities (Games)

Each of the following statements are preceded by the following: The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to effectively prepare for their activity and assess accurately the risks associated with the activity. • Play the game demonstrating skills and techniques with control, consistency, precision, style and/or originality. • Select and apply an extensive range of appropriate strategies and tactics within the full sided game, performing under pressure. • Nearly always makes effective decisions about how they will adapt their performance within the context of the game. • Analyse and evaluate their own and others performance in the context of the full sided game. • Demonstrates very good knowledge, understanding and application of the rules and conventions.
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity and assess accurately the risks associated with the activity. • Play the game demonstrating skills and techniques with control, consistency and precision. • Select and apply a range of appropriate strategies and tactics within the full sided game, performing under pressure. • Frequently makes effective decisions about how they will adapt their performance within the context of the game. • Analyse and evaluate their own performance in the context of the full sided game • Demonstrates good knowledge, understanding and application of the rules and conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess the risks associated with the activity. • Play the game demonstrating skills and techniques with greater control and some precision. • Select and apply some appropriate strategies and tactics within the full sided game, performing under pressure • Often makes correct and informed decisions about how they will adapt their performance within the context of the game • Analyse factors that contribute to an effective performance • Demonstrates some knowledge and application of the rules and conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some risks associated with the activity. • Play the game demonstrating skills and techniques with some control. • Select and apply some basic strategies and tactics within the full sided game, performing under pressure • Make some correct decisions about how they will adapt their performance within the context of the game • Analyse basic factors that contribute to an effective performance • Demonstrates some knowledge and understanding of the rules and conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate limited knowledge of how to prepare for their activity and associate some risks with the activity. • Play the game demonstrating skills and techniques with limited control. • Select and apply basic ideas within the full sided game, performing under pressure • Make few correct decisions about how they will adapt their performance within the context of the game • Identify basic factors that contribute to an effective performance • Demonstrate basic knowledge and understanding of the rules and conventions.

Rich Task: Competitive activities (Swimming/Athletics)

Candidates will be assessed on their ability to perform as a player. The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

- Perform as a player under competitive conditions, displaying all aspects of competency related to the activity. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to a active and healthy lifestyle.

Competitive Swimming/Athletics Task

Select one event and perform under competitive conditions. The candidate also needs to demonstrate progressive training activities that support the performance.

The Competitor will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training, how the activity fits into a healthy lifestyle (long term)*
- Perform under competitive conditions in one specific event
- Select and apply appropriate skills and techniques to show increasing precision and control
- Select and apply appropriate strategies to develop performance in preparation for the events *e.g. demonstrate drills and progressive training activities that will support their performance*
- In the context of the activity analyse and evaluate their own and others` performance in order to improve performance

Assessment Criteria Competitive activities (Swimming/Athletics)

Each of the following statements are preceded by the following: The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to effectively prepare for their activity and assess accurately the risks associated with the activity. • Compete demonstrating skills and techniques with control, consistency, precision, style and/or originality • Select and apply an extensive range of appropriate strategies to develop performance • Nearly always makes effective decisions about how they will adapt their performance within the context of the competition • Analyse and evaluate their own and others` performance in the context of the event. • Demonstrate very good knowledge, understanding and application of the rules and conventions.
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity and assess accurately the risks associated with the activity. • Compete demonstrating skills and techniques with control, consistency and precision. • Select and apply an range of appropriate strategies to develop performance • Frequently makes effective decisions about how they will adapt their performance within the context of the competition • Analyse and evaluate their own performance in the context of the event • Demonstrate good knowledge, understanding and application of the rules and conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess the risks associated with the activity. • Compete demonstrating skills and techniques with greater control and some precision. • Select and apply some appropriate strategies to develop performance • Often makes correct and informed decisions about how they will adapt their performance within the context of the competition • Analyse factors that contribute to an effective performance • Demonstrate some knowledge and application of the rules and conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some risks associated with the activity. • Compete demonstrating skills and techniques with some control. • Select and apply some basic strategies to develop performance • Make some correct decisions about how they will adapt their performance within the context of the competition • Analyse basic factors that contribute to an effective performance • Demonstrate some knowledge and understanding of the rules and conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate limited knowledge of how to prepare for their activity and associate some risks with the activity. • Compete demonstrating skills and techniques with limited control. • Select and apply basic ideas to develop performance • Make few correct decisions about how they will adapt their performance within the context of the competition • Identify basic factors that contribute to an effective performance • Demonstrate basic knowledge and understanding of the rules and conventions.

Rich Task: Competitive activities (Combat)

Candidates will be assessed on their ability to perform as a player. The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims**All candidates will be expected to:**

- Perform under performance conditions, displaying all aspects of competency related to the discipline. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to a active and healthy lifestyle.

Competitive Combat Task

Perform under competitive conditions in a specific discipline. The candidate also needs to demonstrate progressive training activities that support the performance.

The Performer will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training, how the activity fits into a healthy lifestyle (long term)*
- Perform under competitive conditions in the specific discipline
- Select and apply appropriate skills and techniques to show increasing precision, control and fluency
- Select and apply appropriate strategies and tactics within the contest *e.g. demonstrate an ability to adapt to a changing situation*
- In the context of the activity analyse and evaluate their own and others` performance in order to improve performance

Assessment Criteria: Competitive activities (Combat)

Each of the following statements are preceded by the following: The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to effectively prepare for their activity and assess accurately the risks associated with the activity. • Compete demonstrating skills and techniques with control, consistency, precision, fluency, and originality • Select and apply an extensive range of appropriate strategies and tactics within the contest, performing under pressure • Nearly always makes effective decisions about how they will adapt their performance within the context of the contest • Analyse and evaluate their own and others performance in the context of the performance. • Demonstrate very good knowledge, understanding and application of rules and conventions.
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity and assess accurately the risks associated with the activity. • Compete demonstrating skills and techniques with control, consistency, precision and fluency • Select and apply an range of appropriate strategies and tactics within the contest, performing under pressure • Frequently makes effective decisions about how they will adapt their performance within the context of the contest • Analyse and evaluate their own performance in the context of the performance • Demonstrate good knowledge, understanding and application of rules and conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess the risks associated with the activity. • Compete the sequence demonstrating skills and techniques with greater control and some precision and fluency • Select and apply some appropriate strategies and tactics within the contest, performing under pressure • Often makes correct and informed decisions about how they will adapt their performance within the context of the contest • Analyse factors that contribute to an effective performance • Demonstrate some knowledge and application of the rules and conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some risks associated with the activity. • Compete demonstrating skills and techniques with some control. • Select and apply some basic strategies and tactics within the contest • Make some correct decisions about how they will adapt their performance within the context of the contest • Analyse basic factors that contribute to an effective performance • Demonstrate some knowledge and understanding of conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate limited knowledge of how to prepare for their activity and associate some risks with the activity. • Compete demonstrating skills and techniques with limited control. • Select and apply basic tactical ideas within the contest • Make few correct decisions about how they will adapt their performance within the context of the contest • Identify basic factors that contribute to an effective performance • Demonstrate basic knowledge and understanding of the rules and conventions.

AREA OF EXPERIENCE – CREATIVE

Rich Task: Creative activities (Gymnastics)

Candidates will be assessed on their ability to perform as a player and compose a sequence.

The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

- Perform under performance conditions, displaying all aspects of competency related to the routine. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to a active and healthy lifestyle.

Creative Gymnastics Task

Compose and perform a sequence of movements lasting for 2 minutes using both the floor and apparatus.

Different forms of gymnastics would entail different forms of presentation lasting for two minutes e.g. use of hoops, ribbons, balls for rhythmic gymnastics.

The Performer will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training how the activity fits into a healthy lifestyle (long term)*
- Compose and perform a sequence of movements lasting for approximately two minutes on the floor and apparatus.(if Olympic, in all disciplines and under competitive criteria),
- Select and apply appropriate skills and techniques to show increasing precision, control and fluency.
- Select and apply appropriate compositional concepts and principles when composing the sequence *e.g. demonstrate an ability to work at different speeds, directions and levels.*
- In the context of the activity analyse and evaluate their own and others performance in order to improve performance.

Assessment Criteria: Creative (Gymnastics)

Each of the following statements are preceded by the following: The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to effectively prepare for their activity and assess accurately the risks associated with the activity. • Perform the sequence demonstrating skills and techniques with control, consistency, precision, fluency, and originality • Select and apply an extensive range of appropriate compositional concepts and principles within the sequence, performing under pressure • Nearly always makes effective decisions about how they will adapt their performance within the context of the sequence • Analyse and evaluate their own and others performance in the context of the performance. • Demonstrate very good knowledge, understanding and application of conventions. <i>e.g. no walking, end of one movement start of the next</i>
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity and assess accurately the risks associated with the activity. • Perform the sequence demonstrating skills and techniques with control, consistency, precision and fluency • Select and apply an range of appropriate compositional concepts and principles within the sequence, performing under pressure • Frequently makes effective decisions about how they will adapt their performance within the context of the sequence • Analyse and evaluate their own performance in the context of the performance • Demonstrate good knowledge, understanding and application of conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess the risks associated with the activity. • Perform the sequence demonstrating skills and techniques with greater control and some precision and fluency • Select and apply some appropriate compositional concepts and principles within the sequence, performing under pressure • Often makes correct and informed decisions about how they will adapt their performance within the context of the sequence • Analyse factors that contribute to an effective performance • Demonstrate some knowledge and application of conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some risks associated with the activity. • Perform the sequence demonstrating skills and techniques with some control. • Select and apply some basic compositional concepts and principles within the sequence • Make some correct decisions about how they will adapt their performance within the context of the sequence • Analyse basic factors that contribute to an effective performance • Demonstrate some knowledge and understanding of conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate limited knowledge of how to prepare for their activity and associate some risks with the activity. • Perform the sequence demonstrating skills and techniques with limited control. • Select and apply basic compositional ideas within the sequence • Make few correct decisions about how they will adapt their performance within the context of the sequence • Identify basic factors that contribute to an effective performance • Demonstrate basic knowledge and understanding of the rules and conventions.

Rich Task: Creative activities (Dance)

Candidates will be assessed on their ability to perform and choreograph.

The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

- Perform a specific style of dance under performance conditions, displaying all aspects of competency related to the performance. All conventions will be applied and the performer will demonstrate how the activity will contribute to a active and healthy lifestyle.

Creative Dance Task

Choreograph and perform (a) a solo and (b) either a duo or a small group dance in a specific style each lasting for 2 minutes.

The Performer will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment, stimulus (short term) and fitness requirements, training how the activity fits into a healthy lifestyle (long term).*
- Choreograph and perform a solo, and either a duo or a small group dance in a specific style each lasting for 2 minutes. The two dances may be performed within one dance if the two aspects are evident.
- Select and apply appropriate skills and techniques to show increasing precision, control, fluency and originality.
- Select and apply appropriate compositional concepts and choreographic principles to compose and perform *e.g. demonstrate an ability to use a variety of actions, dynamics and spatial qualities.*
- In the context of the activity analyse and evaluate their own and others performance in order to improve performance.

Assessment Criteria: Creative (Dance)

Each of the following statements are preceded by the following:
The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to effectively prepare for their activity and assess accurately the risks associated with the activity. • Perform the dances demonstrating skills and techniques with control, consistency, precision, fluency, and originality • Select and apply an extensive range of appropriate compositional concepts and choregraphical principles within the performance • Nearly always makes effective decisions about how they will adapt their performance within the context of the dance • Analyse and evaluate their own and others performance in the context of the performance. • Demonstrate very good knowledge, understanding and application of conventions. <i>e.g. spatial awareness, stimuli</i>
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity and assess accurately the risks associated with the activity. • Perform the dances demonstrating skills and techniques with control, consistency, precision and fluency • Select and apply an range of appropriate compositional concepts and choregraphical principles within the performance • Frequently makes effective decisions about how they will adapt their performance within the context of the dance • Analyse and evaluate their own performance in the context of the performance • Demonstrate good knowledge, understanding and application of conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess the risks associated with the activity. • Perform the dances demonstrating skills and techniques with greater control and some precision and fluency • Select and apply some appropriate compositional concepts and choregraphical principles within the performance • Often makes correct and informed decisions about how they will adapt their performance within the context of the dance • Analyse factors that contribute to an effective performance • Demonstrate some knowledge and application of conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some risks associated with the activity. • Perform the sequence demonstrating skills and techniques with some control. • Select and apply some basic compositional concepts and choregraphical principles within the performance • Make some correct decisions about how they will adapt their performance within the context of the dance • Analyse basic factors that contribute to an effective performance • Demonstrate some knowledge and understanding of conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate limited knowledge of how to prepare for their activity and associate some risks with the activity. • Perform the dances demonstrating skills and techniques with limited control. • Select and apply basic compositional and choregraphical ideas within the dances • Make few correct decisions about how they will adapt their performance within the context of the dance • Identify basic factors that contribute to an effective performance • Demonstrate basic knowledge and understanding of the rules and conventions.

AREA OF EXPERIENCE – ADVENTUROUS

Rich Task: Adventurous activities

Candidates will be assessed on their ability to perform in a challenging environment in a variety of venues.

The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

- Perform a specific activity *e.g. kayaking, climbing, orienteering* displaying all aspects of competency related to the activity. All conventions will be applied and the performer will demonstrate how the activity will contribute to a active and healthy lifestyle.

Adventurous General Tasks

Perform the activity in a challenging environment in a variety of venues. To access the full assessment criteria more challenging environments will be required.

The Performer will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training how the activity fits into a healthy lifestyle (long term)*
- Perform the activity in a challenging environment in a variety of venues in an appropriate context. (If the activity is competitive then it should be offered within the competitive area of experience)
- Select and apply appropriate skills and techniques to show increasing precision, control and fluency within the appropriate context
- Select and apply appropriate strategies and tactics within the activity to combat the environment and conditions *e.g. demonstrate an ability to adapt to a changing situation*
- In the context of the activity analyse and evaluate their own and others` performance in order to improve performance.

Assessment Criteria: Adventurous activity (Generic)

Each of the following statements are preceded by the following:

The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to effectively prepare for their activity and assess accurately the risks associated with the activity. • Perform the activity demonstrating skills and techniques with control, consistency, precision, fluency, and originality • Select and apply an extensive range of appropriate strategies and tactics within the context of the activity, performing under pressure • Nearly always makes effective decisions about how they will adapt their performance within the context of the activity • Analyse and evaluate their own and others performance in the context of the performance. • Demonstrate very good knowledge, understanding and application of conventions. <i>e.g. giving way on the river, entry onto the water, performing within countryside</i>
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity and assess accurately the risks associated with the activity. • Perform the activity demonstrating skills and techniques with control, consistency, precision and fluency • Select and apply an range of appropriate strategies and tactics within the context of the activity under pressure • Frequently makes effective decisions about how they will adapt their performance within the context of the activity • Analyse and evaluate their own performance in the context of the performance • Demonstrate good knowledge, understanding and application of conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess the risks associated with the activity. • Perform the activity demonstrating skills and techniques with greater control and some precision and fluency • Select and apply some appropriate strategies and tactics within the context of the activity under pressure • Often makes correct and informed decisions about how they will adapt their performance within the context of the activity • Analyse factors that contribute to an effective performance • Demonstrate some knowledge and application of conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some risks associated with the activity. • Perform the activity demonstrating skills and techniques with some control. • Select and apply some basic strategies and tactics within the context of the activity • Make some correct decisions about how they will adapt their performance within the context of the activity • Analyse basic factors that contribute to an effective performance • Demonstrate some knowledge and understanding of conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate limited knowledge of how to prepare for their activity and associate some risks with the activity. • Perform the activity demonstrating skills and techniques with limited control. • Select and apply basic strategies within the activity • Make few correct decisions about how they will adapt their performance within the context of the activity • Identify basic factors that contribute to an effective performance • Demonstrate basic knowledge and understanding of the rules and conventions.

AREA OF EXPERIENCE – HEALTH, FITNESS AND WELL-BEING

Rich Task: *Health, fitness and well-being*

Candidates will be assessed on their ability to perform as a player .

The aims of the Rich Tasks are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

- Perform from their exercise programme, a session displaying all aspects of competency related to the activity. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to an active and healthy life style.

Health Fitness and Well Being Task

Plan an exercise programme that lasts for at least 12 weeks.

Demonstrate a complete session from the training programme lasting for 30 minutes (if appropriate).

The performer will also need evidence of planning, monitoring and evaluations of their 12 week programme. (See Appendix 1).

The proforma will be used as evidence on the day of moderation and should **not** be sent to the moderator in advance.

The Performer will be expected to:

- Plan a health/physical fitness training programme of at least twelve weeks duration, applying principles of training, and setting appropriate targets.
- Perform sessions within their programme demonstrating application of preparation for exercise and principles of training.
- Analyse and evaluate their performance and the effectiveness of their programme.

Assessment criteria: Health, fitness and well-being (Generic)

Each of the following statements are preceded by the following: The candidate will be able to:

Level/Mark Range	Marking Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Demonstrate how to affectively prepare for the activity and assess accurately the risks associated with the activity. • Perform effectively and consistently, using an extensive range of skills and techniques appropriate to the training method <i>e.g. choice of appropriate sets, repetitions, weights and recovery for development of strength.</i> • Understand and demonstrate effectively the application of principles of training associated with development of performance and health. • Consistently make effective decisions about how they will adapt their performance. • Analyse and evaluate their own and others performance.
Level 4 19-24	<ul style="list-style-type: none"> • Demonstrate how to prepare for their activity accurately assess the associated risks. • Select and apply a range of skills effectively and consistently that are appropriate for their training method. • Make effective decisions about how to adapt their performance. • Understands and demonstrates principles of training in their session planning. • Analyse and evaluate their own performance.
Level 3 13-18	<ul style="list-style-type: none"> • Demonstrate some understanding of how to prepare for their activity and assess associated risks. • Demonstrate an ability to select and apply principles of training. • Make appropriate decisions and is able to adapt to a changing situation and apply alternative strategies. • Analyse the skills and techniques of their own performance.
Level 2 7-12	<ul style="list-style-type: none"> • Demonstrate some knowledge of how to prepare for their activity and can describe some associated risks. • Demonstrate an ability to select and apply an increased range of skills appropriate to their chosen training method. • Begin to adapt strategies and tactics to changing situations. • Identify their own and others' strengths/weaknesses and can suggest improvements to them.
Level 1 0-6	<ul style="list-style-type: none"> • Demonstrate a limited knowledge of how to prepare for their activity. • Demonstrate a basic range of skills and techniques specific to their training method. • Understand simple strategies and tactics and can apply them effectively. • Identify their own strengths and weaknesses and understand how to improve them.

RICH TASK: LEADERSHIP

Candidates will be assessed on their ability to perform as a leader
The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

Perform as a leader under appropriate conditions for the activity, displaying all aspects of competency related to the activity. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to a active and healthy lifestyle.

Leadership Task

Plan and deliver a progressive skill or activity that last for 20 minutes, if appropriate.
A lesson plan sheet will need to be completed to support the session. (See Appendix 2)

The proforma will be used as evidence on the day of moderation and should **not** be sent to the moderator in advance.

The Leader will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training how the activity fits into a healthy lifestyle (long term)*
- Plan and deliver a progressive skill, activity or skills, demonstrating how to improve an aspect of others performance (no more than 20mins)
- A lesson plan sheet can be used from the notes for guidance to support the leader

The proforma will be used as evidence on the day of moderation and should not be sent to the moderator in advance.

- Select and apply appropriate organisational and communicational skills
- Demonstrate the ability to adapt the activity to make the activity easier or more demanding
- In the context of the activity analyse and evaluate their own performance as a leader

Assessment Criteria Leadership

Each of the following statements are preceded by the following: The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Plan an appropriate activity demonstrating a comprehensive understanding of the Aims, using all available means appropriate (space, resources and progressions) to successfully achieve the desired aim. • The coach/leader will deliver the session demonstrating excellent communication, organisational and evaluative skills. • Candidates will be able to analyse/evaluate the required success criteria and propose adaptations necessary for different individuals to achieve the desired aim. • Analyse and evaluate their own and others performance in the context of the activity. • Demonstrates very good knowledge, understanding and application of the rules and conventions.
Level 4 19-24	<ul style="list-style-type: none"> • Plan an appropriate activity demonstrating a thorough understanding of the Aims, using all available means appropriate (space, resources and progressions) to achieve the desired aim. • The coach/leader will deliver the session demonstrating effective communication, organisational and evaluative skills. • Candidates will be able to analyse/evaluate the coaching session and determine the level of success achieved through consolidation and/or progressions. • Analyse and evaluate their own performance in the context of the activity • Demonstrates good knowledge, understanding and application of the rules and conventions.
Level 3 13-18	<ul style="list-style-type: none"> • Plan an appropriate activity demonstrating a clear understanding of the Aims, using all available means appropriate (space, resources and progressions) to achieve the desired aim. • The coach/leader will deliver the session demonstrating clear communication, organisational and evaluative skills. • Candidates will be able to analyse/evaluate the coaching session and identify faults that prevented the group/individuals fully achieving the aim. • Analyse factors that contribute to an effective performance • Demonstrates some knowledge and application of the rules and conventions.
Level 2 7-12	<ul style="list-style-type: none"> • Plan an appropriate activity demonstrating some understanding of the Aims, using the available means appropriate (space, resources and progressions) to work towards achieving the desired aim. • The coach/leader will deliver the session demonstrating some communication, organisational and evaluative skills. • Candidates will be able to identify the coaching session' strengths/weaknesses and suggest adaptations to the sessions. • Analyse basic factors that contribute to an effective performance • Demonstrates some knowledge and understanding of the rules and conventions.
Level 1 0-6	<ul style="list-style-type: none"> • Plan an appropriate activity demonstrating a limited understanding of the Aims, using the available means appropriate (space, resources and progressions) to work towards achieving the desired aim. • The coach/leader will deliver the session demonstrating limited communication, organisational and evaluative skills. • Candidates will be able to identify the coaching session' strengths and weaknesses. • Identify basic factors that contribute to an effective performance • Demonstrates basic knowledge and understanding of the rules and conventions.

RICH TASK: OFFICIATING

Rich Task: Official

Candidates will be assessed on their ability to perform as an official.
The aims of the Rich Task are set out below and are followed by the marking criteria.

Aims

All candidates will be expected to:

Perform as an official under appropriate conditions for the activity, displaying all aspects of competency related to the activity. All rules and conventions will be applied and the performer will demonstrate how the activity will contribute to an active and healthy lifestyle.

Task

Officiate in a small or full version of the activity as appropriate to enable candidates to access all the assessment criteria.

The Official will be expected to

- Demonstrate how to specifically prepare for their chosen activity *e.g. warm up, appropriate equipment (short term) and fitness requirements, training how the activity fits into a healthy lifestyle (long term).*
- Officiate within selected activities including controlling a competitive situation demonstrating the major rules and convention.
- Select and apply all major rules and conventions in small sided game.
- Select and apply appropriate strategies *e.g. use of whistle, signalling, positioning.*
- In the context of the activity analyse and evaluate their own and others performance.

Suitable activities for assessment as an official.

Activities deemed most suitable for this purpose are:

- all games activities;
- athletics and swimming.

However, WJEC will consider specific requests from centres.

Assessment Criteria Official

Each of the following statements are preceded by the following:
The candidate will be able to

Level/Mark Range	Assessment Criteria
Level 5 25-30	<ul style="list-style-type: none"> • Thorough knowledge, clear understanding of rule/laws regulations and safety requirements for the activity • Ability to apply the rules/laws/regulations at a high performance level • Display excellent communication, positioning and signalling skills • Assert authority and make effective, well informed accurate decisions • Analyse and evaluate their own and others performance in the context of the activity
Level 4 19-24	<ul style="list-style-type: none"> • Good knowledge, clear understanding of rule/laws regulations and safety requirements for the activity • Ability to apply the rules/laws, regulations at an appropriate performance level • Display good communication, positioning and signalling skills • Assert authority and make effective, well informed and accurate decisions in most situations • Analyse and evaluate their own performance in the context of the activity
Level 3 13-18	<ul style="list-style-type: none"> • Sound knowledge and understanding of rule/laws regulations and safety requirements for the activity • Ability to apply the rules/laws/regulations at an appropriate performance level • Display satisfactory communication, positioning and signalling skills • Assert some authority and make well informed and accurate decisions in some situations • Analyse factors that contribute to an effective performance.
Level 2 7-12	<ul style="list-style-type: none"> • Basic knowledge and understanding of rule/laws regulations and safety requirements for the activity • Ability to apply some of the rules/laws/regulations at an appropriate performance level • Display some communication, positioning and signalling skills • Assert little authority and make informed decisions in some situations • Analyse basic factors that contribute to an effective performance
Level 1 0-6	<ul style="list-style-type: none"> • Limited knowledge and understanding of rule/laws regulations and safety requirements for the activity • Ability to apply few of the rules/laws/regulations at an appropriate performance level • Display little communication, positioning and signalling skills • Assert little authority and sometimes make correct decisions in some situations • Identify basic factors that contribute to an effective performance.

CONTROLLED ASSESSMENT**ASSESSMENT OBJECTIVES GRID**

PERFORMANCE	AO1	AO2	AO3	TOTAL
1	2	22	6	30
2	2	22	6	30
3	2	22	6	30
4	2	22	6	30
	8	88	24	120

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GRADE DESCRIPTIONS

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

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.

They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.

They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition, and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.

They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They analyse effectively and comment on their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.

Grade F

Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.

They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.

They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.

They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

7

THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE in Physical Education and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Physical Education', available on WJEC website

Opportunities for use of technology

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

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

Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual, moral, ethical, social and cultural issues may be explored whilst, for example, considering the social make up of participants in sporting activities. Similarly, moral issues may be considered when discussing the ethics of taking performance enhancing drugs. The participation in team sports will give candidates the opportunity to develop empathy for others. Similarly the specification affords candidates the opportunity to explore and develop a variety of roles within sport.

Citizenship

When studying Physical education, pupils should develop certain skills which have a direct relevance to the development of citizenship. These will include :

- helping pupils take responsibility for their own decisions and valuing their own work;
- developing a shared sense of achievement and setting high levels of expectation;
- recognising the need for different roles in a sporting context;
- increasing motivation through achieving success
- appreciating a working relationship with other pupils

Environmental Issues

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

Health and Safety Consideration

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

The European Dimension

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

APPENDIX 1 - HEALTH, FITNESS AND WELL-BEING

NAME: _____

TARGETS:

PLAN:

MONITORING AND EVALUATION:

APPENDIX 2 - LEADERSHIP

NAME: _____

ACTIVITY: _____

OBJECTIVES:

RESOURCES:

PLAN:

APPENDIX 3

INTEGRATION OF PRACTICE AND THEORY OF PERFORMANCE

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

Candidates should be able to demonstrate their ability to fulfil the assessment objectives in both the content and context of their chosen activities. They should also be able to make appropriate links between the various sections of the specification content.

In order to perform effectively candidates should:

- Show knowledge and understanding of how physical fitness can affect performance, e.g. define skill and health related components and establish the links between higher levels of fitness and improved levels of performance.
- Understand and apply the relationship between Principles of Training and Training Methods, e.g. S.P.O.R.T. in relation to training method, type of activity and demands of the activity.
- Understand and apply the links between training and the adaptation of the body systems to exercise, e.g. muscular, skeletal, respiratory and skeletal systems.
- Understand and describe the links between training methods and fitness testing in relation to the specific demands of selected activities, e.g. training and testing of fitness in a variety of contexts.
- Understand the link between Health and Fitness and the mental, social and physical benefits of exercise, e.g. opportunities to improve quality of life as a result of regular physical activity and, for example, strategies for stress reduction as a result of involvement in physical activity.
- Understand the effects of exercise on the body and the factors affecting performance, e.g. adaptation of the body to overload, the effects of age, gender related aspects, body size and training method.
- Refine and develop skills in order to improve performances, e.g. the use of different practice methods, the role of motivation and the importance of feedback when performing and / or leading.
- Show knowledge and understanding of the factors affecting performance, participation and provision in sporting and health issues, e.g. risks associated with sedentary lifestyle, gender issues, role of the school in promoting health and fitness.
- Understand the links between the development of appropriate skills and techniques and participation in selected practical areas, e.g. programmes of study, role of performer and / or leader, aims and objectives of school / club.

Possible Strategies for effectively linking Practical and Theoretical Components of Study.

Health and Physical Fitness

Discuss the following in practical context:

- **Athletic activities:** discuss / suggest reasons why some pupils perform better than others in particular events noting individual differences as well as the specific physical and technical requirements of athletic events.
- **Competitive activities:** discuss with pupils the different physical requirements of different positions in , for example, netball the centre being able to change direction quickly to receive a centre pass or lose opposition centre during open play.....agility.
- **Creative activities:** pupils to discuss and analyse the physical fitness demands of different performers in a variety of gymnastic activities, for example, floor, apparatus, vaulting and beam. E.g. endurance, strength, speed, balance.
- **Health, Fitness and Well Being:** before and after a circuit training session pupils to analyse the different fitness requirements of each station and review the sequencing of the circuit. E.g. fitness components, aerobic / anaerobic, specified activity.
- **Adventurous activities;** discuss the main physical fitness components required in contrasting adventurous activities, for example, rock climbing and canoeing. Principles of training and the role of specificity discussed.

Pupil performance, factors affecting participation and the provision of opportunities for physical activities.

There will be considerable overlaps when discussing these aspects, for example;

- **Teacher and leadership opportunities exist in a variety of contexts when, for example, delivering training sessions and / or testing.**
- **Links can be made when developing training programmes linked to individual needs. S.P.O.R.T. principles can easily be linked to training and individual performance profiles. E.g. when weight training.**
- **Opportunities for enhancing personal and social skills are extensive. The ability to consider leadership as a result of involvement in performing and or leaders roles, for example, when leading a warm up activity or small group skill development micro-session.**
- **Discuss and / or experience different training and testing procedures. Discuss the links between testing and training as well as the specified activities. E.g. developing a training programme for a 400 metres athlete.**
- **Physical fitness in the chosen activity can be related to maintenance of skill, for example, what happened to performance standards as the activity progressed. Analyse how physical fitness impacted on the ability of the performer to comply with the rules and conventions of the activity, for example, late tackle in association football near the end of a game.**
- **Reviewing the decision making of individuals and the selection of appropriate strategies and techniques during the selected activity. Discuss how health, fitness, safety and well being were maintained, for example, planning and execution of a chosen route during hill walking expedition.**
- **Many opportunities for the development of Key Skills will arise as a result of involvement in the above activities. ICT can be extensively utilised, for example, video analysis used to enhance performance and / or refine skills and techniques as well as the analysis of decisions taken during the activity.**

Integrating Practice and Theory

Gymnastic Activities

Small group activities to devise an individual / group sequence based on travelling, balance and flight.

Plan a sequence, practice then analyse after observation of all sequences.

DISCUSS:

- Positive aspects of the sequence.
- Aspects to develop in order to improve quality, fluency and precision.
- What components of fitness can be developed to enhance performance standards?
- Specific training required to develop physical fitness of the gymnast.
- Link to Principles of Training, Training Session progression and Periodisation.
- Specific warm up and cool down routines for gymnastics, discussion as well as opportunities for pupil led warm up / cool down.
- Video analysis of sequence and leadership of warm up / cool down.

Competitive Activities : Basketball

Modified half-court and full court games to consider factors affecting performance.
Pupils experience a variety of offensive and defensive roles and systems.

DISCUSS:

- Short term effects of exercise on the body and its systems.
- Impact of different defensive strategies on the body, e.g. zone, half court and full court man to man.
- Sport specific fitness components required for basketball as well as the implications for specific playing positions on the court.
- Energy demands made on the body linked to the use of different energy systems and hydration strategies before, during and after play.
- Training methods appropriate for basketball players as well as principles of training and health / sport related fitness components.
- Test results incorporated into the development of personal training schedules and training methods linked to areas of activity.
- How best to raise performance standards, provide feedback and / or lead a micro session to develop specific on court skills.
- Video analysis of performance, training and leadership of micro session.

Factors affecting Performance, Participation and Provision

Opportunities can be provided to stimulate debate utilising the existing knowledge of candidates. Learning opportunities can be provided in the style of discussion, debate and data collection, for example, the role of school – community links established through a questionnaire issued locally.

Project work in lessons, for example, short presentation in a variety of formats discussing gender issues. This could lead to the analysis of current provision and discussion on equality of opportunity locally and nationally, for example, analysis of local and national press coverage of male / female sports.

Much of the content is practically based and can use local, regional, national and international sources such as the internet. Numerous opportunities exist for developing cross-curricular links and reinforcing key skills as a result of the study of the factors affecting performance, participation and provision in contemporary society.

Activities such as leisure surveys, discussion groups on the role of the media in contemporary society and the health risks associated with lack of / excessive exercise can be pursued in a variety of curriculum areas.

Integrating Practice and Theory : Performance, Participation and Provision.

“Practical” lessons can take many forms. Opportunities can be provided for discussion, debate, data collection and analysis. For example;
Physical Recreation Participation Rates in a Local Sports Centre:

- Pupils discuss topic then devise short questionnaire.
- Key skills opportunities during the above including ICT.
- Analysis can then lead to extension work, e.g., gender, facility provision, shortage of coaching staff, dual use provision.
- Reasons for participation considered leading to issues such as Health, Nutrition, Leisure Time, School- Community links, Leadership opportunities.

The Relationship between Performance, Participation and Provision : Gender.

Class discussion possibly arising from the questionnaire results above. Individual and group research with presentation of findings. Research opportunities could be in the form of books, newspapers, media, existing software and / or internet sources.

- Participation issues may arise including facility provision, availability of club/ team.
- Stereotyping and strategies for overcoming.
- Contrast in reasons for exercise and types of activity. Link to training methods, health and well being issues, leadership styles.

Evaluation of Fitness

Having considered the concepts of fitness and health and well being pupils may then evaluate fitness levels. An example could be;

- Pupils devise and lead a small / whole group warm up in preparation for a specific fitness test.
- Pupils perform the test, possibly having considered outcomes, and record results.
- ICT could be used to monitor test, assist analysis of test protocols and stimulate debate regarding outcomes.
- Recorded outcomes can stimulate debate about strengths and areas for improvement as well as relevant training methods and individual training programmes.

Pupils should have opportunities to experience a variety of personal and social skills as a result of their involvement in the evaluation of fitness. By adopting different roles during the evaluation of fitness pupils should also be able to develop a range of key skills, for example:

- Time keeping, counting and recording.
- Leading warm up activity.
- Conducting a risk assessment prior to and during the evaluation of fitness.
- Analysing and evaluating their own performance and that of others in the context of improving performance.
- Participating in a range of fitness tests showing understanding and appreciation of the role of test procedures and data analysis.
- Setting SMART goals and evaluating their own and others progress.

Opportunities for Establishing Links with Health, Fitness and Well Being.

Testing and evaluation of fitness can stimulate discussion and content delivery in many ways, for example;

1. Health Related Physical Fitness Components.
2. Skill Related Physical Fitness Components.

Pupils conduct tests, working in pairs / groups. Test results recorded using simple and more advanced techniques.

Consideration of results, individual performances and against norms.

3. Consideration of Why Test. Validity and Reliability of Testing. Individual performance profile leading to analysis of strengths and areas for improvement.
4. Links to training methods and sport specific training requirements.
5. Links to psychological and physiological factors affecting performance in tests. Links between Health and Fitness reviewed.
6. Relate analysis of performance to concept of “a skilled performer”

Effects of Exercise on Fitness, Health and Well Being

Pupils may be involved in partner, small group and whole group activities where the effects of exercise can be discussed, analysed and recorded. Key skills along with personal and social skills can be enhanced as a result of the linking of practice to theory.

Pupils should be encouraged to set targets in their chosen activities, monitor and evaluate their progress against goals and refine skills and techniques in order to enhance performance and participation

- **Short term changes / effects to the body during exercise, for example;**
 1. pupils' lead a warm up for a specific activity.
 2. pupils' introduce and develop a skill micro session.
 3. heart rate monitoring taking place during each phase of the session.
 4. observation, analysis and discussion of the visible effects / changes taking place.

- **Long term changes / effects to the body as a result of exercise, for example;**
 1. fitness testing by the group.
 2. data recorded as a result of testing.
 3. improvement targets set and monitored over a period of time.
 4. linking training zones and the overall effect on fitness, health and well being.
 5. short and longer term analysis of data along with ICT resources to consider cardio-respiratory and cardio-vascular changes.

- **The Energy Continuum;**
 1. small group / larger group activity likely to involve different energy systems, for example, a game situation.
 2. discussion in advance to consider different systems and their uses.
 3. recording of performances for analysis and discussion.
 4. partner and group recording of activity and uses being made of the energy systems during the game.
 5. data analysis of findings linked to training methods and sport specific demands.

- **Analysis of Movement;**
 1. in pairs discuss basic movements and actions of joints.
 2. activity and sport specific discussion regarding movement, muscles and joint actions.
 3. record movements and use for analysis / discussion.
 4. consider link between desired movement patterns, skill and sport specific fitness training.

Integrating Practice and Theory: Competitive Activities : Games

Ball Games : Joint Movement.

- Work with a partner and identify basic body movements, joints and analysis of specific movements from chosen activities.
- Consider the factors affecting performance and participation, for example, age and the range of movement around a joint.
- Identify the joints involved in, for example, throwing a ball-netball.
- Identify the joints involved in, for example, kicking a ball – football.
- Discuss the different types of movement around a joint.
- Develop by pupils choosing their own activity and identifying movements at joints.
- The above links with “specific” training sessions and “specific” training methods for sporting activity.

Netball : Energy Systems.

- Consider the type of preparation required for netball.
- Pupil led warm up and pupil led skill micro session.
- Review of the energy systems and their effects on performance.
- Consider sport specific energy requirements linked to nutrition and hydration strategies.
- Record netball game and analyse in relation to quality of performances, positional responsibilities and the different energy demands being made.
- Consider the effects of intensity and duration of the activity, for example, sprinting, feint dodge, walking back to the restarting of play, and link to energy systems / positional responsibilities.

Factors Affecting Performance and Participation : Skill.

When performing in their chosen activities pupils will select and apply appropriate techniques, skills and compositional principles.

Extensive opportunities should arise for developing the theoretical skill acquisition concepts in practical situations.

Some examples could be; when discussing types of skill, how skill can be recognised, and the types of practice which can be used to improve performance, how different leadership styles can be used to develop skill, the information processing model and the role of motivation in sport.

The process of refining skills and techniques, strategies and tactics to show increasing precision, control, consistency, style and / or originality will arise from practical and theoretical lessons.

The ability of pupils to analyse their own performances as well as other performers will be enhanced as a result of their involvement in practical and theoretical lessons. It is vital that these opportunities are linked and the analysis is context related.

- Recording of performance using ICT, partner and / or group discussion followed by analysis related to skill and performance development.

Extensive opportunities exist for participation in a variety of roles as well as for the development of personal, social and associated key skills during activities of this nature.

Integrating Practice and Theory: Association Football / Athletics.

Skill

In pairs passing and receiving the ball. Increase the pace of the practice gradually. Pass to the side of the player in order to develop movement and footwork.

- Consider the skill level of your partner.
- What evidence do you have to support analysis?
- Discuss “outcomes”.
- Consider accuracy, consistency, precision, reliability etc.
- Were skills learned and if so how / why?
- Record performances and analyse.
- Discuss strategies for enhancing performance.

Ability

Group 1 to play small sided games with small goals and no goalkeeper in a conditioned setting.

Group 2 to observe and analyse performances.

- Consider definition of ability.
- Consider definition of skill.
- Positional analysis of performance and consider specific abilities in the context of the game and positional requirements:
 1. strength to win ball and hold.
 2. strength to “hold ball up” in attack.
 3. dynamic balance and its use when moving / shooting
 4. agility when moving on and off the ball e.g. goalkeeper.
 5. speed to cover attacking runs, to break out of defence, for beating opponents in attacking positions.

Athletics : Shot.

- Small group activity considering Guidance.
- Verbal guidance only given to one group.
- Record performances of leader and performers.
- Discuss merits and success of verbal guidance methods in context.
- Feedback findings and review other methods for providing guidance and discuss merits after recording and analysing.
- Consider using different strategies with small groups and review as a whole class activity.

These are only a few selected examples to illustrate the opportunities existing for the integration of practical and theoretical studies in selected activities.

