

**Entry level Certificate in
Physical Education (8930)**
First examination Summer 2003
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Rationale

This syllabus is designed to assess the knowledge, understanding and skills outlined by the National Curriculum. It reflects the practical nature of physical education as a subject and will enable candidates both to enjoy physical activity and to develop an appreciation of issues relating to personal health, exercise and safe practice.

The final assessment will require candidates to select four activities from the full range of National Curriculum areas, with an Analysis of Performance of one of these activities. Candidates will also be required to develop a simple Personal Exercise Programme (PEP) for their selected area.

The specification is designed to enable centres to enter candidates alongside a GCSE Physical Education programme. Candidates undertaking the Entry level Certificate will be of a standard equivalent to grade G or below at GCSE.

Key features

- No written examination
- Full range of activities
- Flexibility and choice
- Access for candidates with physical disabilities and for special needs
- INSET on a regional basis
- Subject specialism at Edexcel.

The qualification

The Entry Level Certificate course in Physical Education has been designed to be integrated, if required, with the teaching of GCSE Physical Education (1827) and Physical Education Short Course (3827).

The principle of co-teachability will ensure flexibility for candidates throughout a course. However it is anticipated that the course will provide a foundation for candidates who are not yet ready to achieve GCSE but who wish to receive recognition for their skills and abilities in this subject. It extends beyond Key Stage 3 of the National Curriculum order for Physical Education and will provide the basis for further academic or vocational study at a later date.

National Qualification Framework criteria

The specification is based on the common criteria and the Entry Level criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies.

Aims

To promote physical activity and healthy lifestyles candidates should be taught:

- to be physically active
- to adopt the best possible posture and appropriate use of the body
- to participate in activities that develop cardiovascular health, flexibility, muscular strength and endurance
- the increasing need for personal hygiene in relation to vigorous activity.

To develop positive attitudes, candidates should be taught:

- to observe the conventions of fair play, honest competition and good sporting behaviour in individual and team games, both as participants and as spectators
- to cope with both success and limitations in performance
- to consolidate and improve their performance skills in a range of activities
- consideration for others and the environment.

To ensure safe practice, candidates should be taught:

- to respond readily to instructions
- to recognise and follow the relevant rules and safety procedures associated with different sporting activities
- about the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities
- to use and store equipment safely
- to warm up for, and cool down from, exercise.

Not all the aims can be readily translated into assessment objectives.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the Entry level Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded as pass or fail.

Awards of the Certificate will be made in line with the June GCSE entries. Certificates will summarise candidates' achievements demonstrated for each award.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

The course

Syllabus design

The course has three components, the:

- learning and performance of practical activities
- evaluation of performance
- understanding of health-related aspects.

Candidates will be required to undertake a programme of learning of practical activities and will be assessed in four of them at the end of a coursework programme designed by the centre.

Candidates will then be assessed in their four activities on a final practical assessment session, with an 'on the day' mark being awarded.

Candidates will be required to undertake a programme of planning, performance and evaluation of their practical activities to support their understanding of performance. Centres will be required to devise an internal programme of activities supporting their analysis of practical activities.

Candidates will be required to develop a Personal Exercise Programme.

The PEP will require candidates to complete five worksheets, which will support their understanding of healthy lifestyles.

- | |
|---|
| <ol style="list-style-type: none">1 Diet2 Lifestyle3 Exercise/training4 Safe practice5 Aptitude and attitude |
|---|

Each worksheet will require candidates to record information, investigate issues and apply concepts to them.

Exemplar worksheet

LIFESTYLE WORKSHEET

- 1 Keep a diary of your daily routine for a week while you are at school.
 - Do the same for a week while you are on holiday.
 - How do your leisure-time activities differ?
- 2 What activities do you enjoy doing? Why do you enjoy doing them?
- 3 How much time did you spend doing the following activities?
 - during a week at school
 - during a week on holiday
 - watching television
 - walking
 - physical recreation
 - sleep.
- 4 What factors restricted you from doing other activities?
- 5 How might you change your lifestyle to improve your health and make you fitter?

Syllabus overview

The course consists of four elements, all of which must be completed by each candidate:

1 Practical coursework – internally assessed

Candidates will be assessed on the level of their fundamental skills and their application of these in an on-going activity session. Candidates will select four activities from the National Curriculum practical activity groups, **with at least two activities from different groups**.

2 Final practical assessment – internally assessed and externally moderated

This will be a final practical assessment of the candidate's four selected activities. It will be an 'on the day' assessment, allowing candidates to progress from their coursework element and improve with practice. **Centres will design a series of tasks for each activity to be assessed on the day. This will be compiled into a timetable and programme of activities for the assessment and forwarded to an appointed moderator for verification before the assessment day (exemplars of assessment sessions are given in the Appendix).** These activities will be assessed on a scale of 1–5 in accordance with the Practical Assessment Criteria and will be internally examined but externally moderated by Edexcel. It is suggested that these may be assessed in conjunction with the GCSE Physical Education Final Practical Moderation Day.

3 Analysis of performance – internally assessed

Candidates will be assessed with a mark out of 10 for their analysis of performance in one of their selected practical activities. The assessment will be based on the candidate's ability to reflect upon the planning, performing and evaluation of a performance and it may be assessed verbally on a short question and answer basis.

4 Personal Exercise Programme (PEP) – internally assessed and externally moderated

Candidates will be required to develop a simple personal exercise plan that will enable them to show an understanding of the relation between physical activity and personal health and exercise. This will require candidates to undertake a piece of small-scale research. The PEP will be based upon set worksheets and will seek to establish an understanding of healthy lifestyles. This will be marked out of 10. It will be marked internally and moderated externally with National Curriculum practical activities groups.

Health and safety

Candidates should learn the reasons for their obligation to obey the laws, rules and safety requirements of any activity, **and be able to assess the risks** involved in activities, both to themselves and others. They should understand that these requirements not only relate to good sporting behaviour but are also designed to ensure the safety of participants.

Candidates should have an understanding of the value of:

- i the rules of the game
- ii correct clothing/footwear; protective clothing/equipment for different sports
- iii balanced competition in terms of grading/skill levels/weight/age/sex
- iv warm-up and cool-down practices.

Practical activity groups

Games	Gymnastic Activities	Dance
Association Football Basketball Hockey Lacrosse Netball <i>Either</i> Rugby League <i>or</i> Rugby Union Badminton Squash Table Tennis Lawn Tennis Volleyball Cricket Gaelic Football Rounders <i>or</i> Softball <i>or</i> Baseball	<p>Gymnastics</p> <p>All candidates must offer:</p> <p>agilities and vaulting</p> <p>plus a sequence of one of:</p> <p>floor</p> <p>educational gymnastics</p> <p>rhythmics (one of clubs/ball/rope/ribbon/hoop)</p> <p>Trampolining</p> <p>All candidates must offer:</p> <p>individual skills plus a routine of up to 10 bounces.</p> <p>Horse-riding</p> <p>Synchronised swimming</p>	<p>Candidates must demonstrate the ability to perform, through a solo, duet or group performance.</p> <p>A minimum of one dance must be shown. Each piece performed should last between 2 and 4 minutes. Dance may be offered as only one activity.</p> <p>Candidates may choose to include work from the following dance styles for assessment purposes:</p> <p>modern/contemporary</p> <p>ballet</p> <p>tap</p> <p>jazz</p> <p>folk/traditional</p> <p>ethnic</p> <p>Candidates will be required to submit a written outline of the dance to be performed.</p>

Athletic Activities			Outdoor and Adventurous Activities	Swimming
Rowing Golf Athletics	Exercise Activities		Sailing	Swimming (strokes)
Athletics Three events from at least two columns:	Fitness Training (Circuit training/Aerobics and/or Weight training)		Canoeing/Kayaking Climbing	
Running	Jumping	Throwing	Orienteering Skiing	
Sprinting Middle/long distance Steeplechase Relay Hurdles	High jump Long jump Triple jump Pole vault	Discus Shot putt Javelin Hammer	Boardsailing Personal Survival or Lifesaving	

Assessment objectives

Candidates will be assessed through practical assessment, written coursework and an analysis report.

Objective 1 Physical performance, including the ability to interrelate planning, performing and evaluating while undertaking an activity

Incorporating:

- planning and tactics
- demonstrating of individual skills
- skills displayed in a game situation or performance routine
- ability to evaluate and adopt tactics/strategies to the varying situations.

Objective 2 Analysis and improvement of performance

Objective 3 Knowledge and understanding of:

- factors affecting performance
- the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques
- reasons for participating in physical activity.

Relationship between assessment objectives and assessment components

Details of assessment	Weighting	Objective assessment
Practical assessment during the course	} 50%	1
Analysis of performance		1, 2
Personal Exercise Programme	} 50%	2, 3
Final practical assessment		1

Assessment procedures

Practical coursework

The centre will devise a programme of activities to ensure that the candidate fulfils the required rubric of the activities and covers the content outlined in the unit of work specification for each activity group. The candidate will be awarded a mark out of 5 in accordance with the coursework criteria for each activity undertaken.

The assessment criteria are generic to the activity grouping. For individual activity criteria, staff will refer to the Teachers' Guidelines for the Assessment of Practical Activities, which provides common criteria in line with the GCSE practical assessment.

Final practical assessment

Centres will be required to construct a timetable of activities for the assessment day and provide a clear outline of the tasks to be undertaken for each activity. Centres will be required to design a series of tasks for each activity to be assessed on the day. This will be compiled into a programme of activities for the assessment and forwarded to an appointed moderator prior to the assessment day for verification. The activity session will include a range of practices, drills, small-sided and structured games to enable candidates to perform each of their chosen activities to the best of their ability (exemplars of assessment sessions are given in the Appendix).

Centres will be required to carry out the assessment of all activities within the timetabled programme of events. Each activity assessment will last between 20 and 30 minutes and candidates will be assessed on their performance 'on the day'. **The final assessment will be externally moderated by a visiting moderator.**

Analysis of performance

Candidates will be assessed by the centre on their knowledge and understanding of one of their chosen practical activities. Centres will be responsible for devising the assessment method. This may be through question and answer sessions, practical involvement or written evaluation. Candidates will be awarded one mark out of 10 in accordance with the Analysis of Performance Matrix.

Personal Exercise Programme

Candidates will be required to produce a Personal Exercise Programme based upon their investigation, evaluation and reporting of the set worksheets.

Marking criteria	Maximum mark
Accuracy and understanding of terms	1
Collection and recording of information	5
Using information collected	2
Organisation of the plan	2

Practical assessment criteria

Candidates will be given a mark out of 5 for each of their practical activities.

The assessment criteria relate to generic principles for activities groups which are linked to learning outcomes. Assessment of specific activities should be undertaken using the criteria outlined in the *GCSE Physical Education Coursework Guide*. All activities available for assessment (see page 5 for practical activities available) have an individual criteria matrix, which provides a 1–10 scale. This is an extension of the 1–5 scale outlined for the Entry level Certificate.

Assessment criteria

Rationale

The assessment criteria are designed in line with the GCSE practical assessment criteria which are on a 1–10 mark scale. The following assessment criteria are generic to the activity group. For specific sports, reference should be made to the specific sports assessment criteria which are available in the *Edexcel Teachers' Guide to the Assessment of Practical Activities*.

The generic assessment criteria give a mark scale up to 5. Candidates achieving a mark of 5 in more than one of their chosen activities will be above the expected ability level for the Certificate of Achievement, which is specifically for candidates below GCSE standard.

Entry level 1 Candidates will on average be attaining 1 or 2 marks.

Entry level 2 Candidates will on average be attaining 2 or 3 marks.

Entry level 3 Candidates will on average be attaining 3 or 4 marks.

Candidates averaging 4 marks or more will be of GCSE standard.

Unit of work specification

The syllabus provides for activities to be followed within the National Curriculum activity groups. The full range of practical activities available is in accordance with the Edexcel GCSE syllabus activity options. Each unit of work highlights areas of activity to be covered and provides generic descriptions which are applicable to the specific activity to be covered.

Unit of work – Swimming Activities

Activities

Candidates should be introduced to the basic techniques of strokes including:

- front crawl
- back crawl
- breaststroke.

Area of activity

Candidates should be taught:

- the rules for competition, and how to prepare for, and participate in, races in the various sprint, distance, medley and team events
- to develop, apply and evaluate their skills.

Entry level 1

Candidates will have an elementary means of propulsion which will be inefficient but effective for a short distance.

Entry level 2

Candidates will propel themselves using recognised stroke techniques which will enable them to swim a distance. They will have confidence to enter the water from the side with a dive and turn effectively to continue swimming.

Entry level 3

Candidates will swim with recognised stroke techniques and be able to evaluate the effectiveness of this. There will be greater efficiency in the technique, and the entry and turns will be more effective.

Unit of work – Games Activities

Area of activity

Candidates should be taught:

- to play the full recognised version of a competitive game and to undertake a variety of roles, eg performer, coach, official
- to use increasingly advanced strategies and tactics of competitive play, adopting these to the strengths and limitations of other players
- increasingly advanced techniques in a selected game(s), and how to improve performance
- to co-operate with others in regular practice in order to refine their techniques
- the rules/laws of the game(s) followed, including those of specific competitions and how to apply them.

Entry level 1

Candidates will have a very limited effect in a game situation. The performance will be characterised by a basic level of ability demonstrating a degree of control and co-ordination. The candidate's movement will be limited, resulting in restricted participation. The level of understanding will reflect a poor knowledge of rules and regulations.

Entry level 2

Candidates will be more effective in a game situation, showing greater awareness and personal control. Candidates will display more understanding of skills required and demonstrate an appreciation of the technique required but will lack the movement and bodily control to achieve the skill. A greater appreciation of the structure and organisation of the game will highlight a more positive involvement.

Entry level 3

Candidates will demonstrate basic skills in isolation, with a degree of accuracy and confidence, but will readily make mistakes in pressure situations. They will have a greater appreciation of the organisation of the game and display basic tactical awareness in differing situations.

Unit of work – Athletic Activities

Activities

- **Golf**
- **Rowing**
- **Exercise activities**
- **Athletics**

Candidates should select any three activities from at least two of the following columns.

Running	Jumping	Throwing
Sprinting (100 m, 200 m, 400 m)	High jump	Discus
Middle distance (800 m, 1500 m)	Long jump	Shot
Long distance (up to 5000 m)	Triple jump	Javelin
Hurdles	Pole vault	Hammer
Relay		
Steeplechase		

Unit of work – Athletics

Area of activity

Candidates should be taught:

- increasingly advanced techniques in a selected event(s), and how to improve performance
- to apply the strategies/tactics in their chosen event(s)
- to extend their personal capabilities and to evaluate performance in the selected event(s).

Entry level 1

Candidates will have a restricted running action. They will lack judgement of pace in longer distances and display fundamental appreciation of the relay take-over. Jumping events will lack co-ordinated phases and throwing events will suggest a basic ability to apply technique to achieve distance.

Entry level 2

Candidates will have an understanding of the start position and display a co-ordinated running style. Jumping events will be characterised by an appreciation of phases but a limited application. Throwing events will show an improved distance with an appreciation of the correct grip and release.

Entry level 3

Candidates will display good start position and be able to exchange the relay baton at some speed. Jumping events will be characterised by an element of attack into the take-off and a controlling of body position. Throwing events will highlight a use of momentum in the throwing action, which will be more controlled.

Unit of work – Golf

Area of activity

Candidates should be taught:

- to play the full recognised version of a competitive game and to undertake a variety of roles, eg performer, coach, official
- to use increasingly advanced shots and tactics of competitive play, adopting these to the strengths and limitations of the player
- increasingly advanced techniques in a selected game, and how to improve performance
- to co-operate with others in regular practice in order to refine their techniques
- the rules/laws of the game, including those of specific competitions and how to apply them.

Entry level 1

Candidates will have a very limited effect in a game situation. The performance will be characterised by a basic level of ability demonstrating a degree of control and co-ordination. The candidate's movement will be limited, resulting in restricted participation. The level of understanding will reflect a poor knowledge of rules and regulations.

Entry level 2

Candidates will be more effective in a game situation, showing greater awareness and personal control. They will display more understanding of skills required and demonstrate an appreciation of the technique required but will lack the movement and bodily control to achieve the skill. A greater appreciation of the structure and organisation of the game will highlight a more positive involvement.

Entry level 3

Candidates will demonstrate basic skills in isolation, with a degree of accuracy and confidence, but will readily make mistakes in pressure situations. They will have a greater appreciation of the organisation of the game and will display basic tactical awareness in differing situations.

Unit of work – Rowing

Area of activity

Candidates should be taught:

- to develop their own ideas by creating challenges for others
- increasingly complex techniques and the safety procedures appropriate to the activity or activities undertaken
- the effects of nutrition and climatic conditions on the body through the activity or activities undertaken, and an awareness of, and responses to, changing environmental conditions.

For this group of activities it is expected that teacher-examiners will be aware of the capabilities of their candidates and will ask them to perform only those skills and/or manoeuvres which they can do safely in the weather/water conditions on the day.

For all activities, safe practice is of paramount importance and candidates should not proceed to the skills/manoeuvres until they have a thorough grounding in safety procedures.

When coursework activities take place off-site it is essential that sufficient work take place under direct supervision of the teacher-examiner who will need to authenticate the work of each candidate.

For moderation purposes, it may be necessary to video the course assessment. Centres should refer to the *GCSE Coursework Guide* for further guidance.

Entry level 1

Candidates will be able to undertake basic skills and manoeuvres which will allow them to complete elementary tasks and movements. They will have an appreciation of the essential safety procedures and be able to equip themselves appropriately for the task in hand.

Entry level 2

Candidates will be able to perform more difficult manoeuvres, which will enable them to show greater control of movement. They will be able to recognise potentially hazardous situations and plan accordingly.

Entry level 3

Candidates will be able to perform basic manoeuvres with confidence, displaying reasonable style and control throughout. They may be able to attempt more difficult tasks whilst recognising and adapting to hazardous situations.

Unit of work – Exercise Activities

Area of activity

Candidates should be taught:

- how preparation, training and fitness relate to and affect performance
- how to design and carry out activity and training programmes that have specific purposes
- the importance of exercise and activity to personal, social and mental well-being
- how to monitor and develop their own training, exercise and activity programmes in and out of school.

Candidates should be:

- aware of and able to perform two of the following types of Training:
 - Circuit Training
 - Resistance Training (Free/Fixed Weights)
 - Exercise to Music (Step/Aerobics/Aqua aerobics)
 - Continuous Training (Jogging/Cycling/Swimming)
- aware of all safety procedures concerned with each type of training
- familiar with a variety of tests used to measure individual performance in the above fitness areas eg 12min run, Harvard Step Test, Sit and Reach SBJ, Sargeant Jump, etc
- familiar with simple monitoring procedures to record levels of performance in the above activities eg timing/measuring distances, recovery rate
- able to answer/devise a questionnaire concerning feelings mood, outlook on life and attitude to being active

Application of knowledge

Candidates should:

- establish their current levels of personal fitness
- plan a PEP using at least two of the stated types of training to improve their current level of fitness
- monitor and record their programme
- evaluate their results and make suggestions for the next 6 week programme.

This activity can be linked to the theoretical requirements of the course where candidates use a Personal Exercise Program to develop their understanding of the Principles of Training.

Entry level 1

The candidate is able to produce a low level of performance demonstrating few of the required components of fitness. Such performances are characterised by very limited control, power and stamina and a low level of technique. Exercise will not be maintained over a required period of time and fatigue will become very evident after a short period.

Where appropriate, the candidate will demonstrate a limited level of body form and precision of movement.

Candidates will have a poor fitness for purpose and not be able to work in their chosen activities at the required rate. They will have a very poor rate of recovery.

Entry level 2

The candidate is able to produce a moderate level of performance demonstrating some of the required components of fitness. Such performances are characterised by limited control, power and stamina and an inconsistent level of technique that allows for exercise to be maintained at a limited level whilst over a required period of time fatigue will become very evident.

Where appropriate, the candidate will demonstrate a moderate level of body form and precision of movement.

Candidates will have a moderate fitness for purpose and only be able to work in their chosen activities at the required rate for a short period of time. They will have a poor rate of recovery.

Entry level 3

The candidate is able to produce an average level of performance in two types of training demonstrating all required components of fitness. Such performances are characterised by control, power and stamina and a level of technique that allows for exercise to be maintained at a consistent level over a required period of time, but over the required period of time fatigue will become evident.

Where appropriate, the candidate will demonstrate a sound level of body form and precision of movement.

Candidates will have an average fitness for purpose and be able to work initially in their chosen activities at the required rate. They will have an average rate of recovery.

Unit of work – Dance

Activities

Candidates must demonstrate the ability to perform through a solo, duet or group performance.

A minimum of one dance must be shown. Each piece performed should last between 2 and 4 minutes. Dance may be offered as only one practical activity.

Candidates may choose to include work from the following dance styles for assessment purposes:

- modern/contemporary
- jazz
- ballet
- folk/traditional
- tap
- ethnic

Candidates will be required to submit a written outline of the piece to be performed.

Area of activity

Candidates should be taught to:

- compose and perform, accurately and expressively, increasingly complex and technically demanding dances that successfully communicate the artistic intention
- perform and create dances which show an understanding of form and content, with respect to the principles of specific styles of movement (eg Laban)
- design and evaluate aspects of production for their own compositions
- evaluate aspects of dance, including choreography, performance, cultural and historical contexts and production.

Entry level 1

Candidates will be able to perform basic dance movements, displaying limited mastery of actions. Performances will have a restricted use of expression, gestures and motif, while the co-ordinated movement will lack pace and rhythm.

Entry level 2

Candidates will show a greater interpretation and expression of movement through more co-ordinated movement patterns. These will be emphasised by a greater confidence in using movement as an expressive instrument through simple actions.

Entry level 3

Candidates will show a greater clarity of movement, with a controlled movement pattern highlighting increasing rhythm and fluency. The performer will display greater confidence but the movement will be limited in range, as will the difficulty of the piece.

Unit of work – Gymnastic Activities

Activities

Gymnastics

All candidates must offer agilities and vaulting plus a floor sequence.

Trampolining

All candidates must offer individual skills plus a routine of up to 10 bounces.

Candidates will be required to submit a written outline of all routines to be performed.

Area of activity

Candidates should be taught:

- to appreciate the value of a training schedule relevant to gymnastic activities
- increasingly advanced techniques and how to improve performance
- to apply the principles, rules and criteria for evaluating performance.

Entry level 1

Candidates will be able to demonstrate a range of basic agilities and link simple movements into a sequence. The candidate will need supported guidance and movements will be characterised by a poor style and limited control.

Entry level 2

Candidates will display an increasing confidence in the control of basic movements and will appreciate their limitations in style in the movements. They will be able to perform and repeat a simple sequence and seek ways to improve the overall performance.

Entry level 3

Candidates will perform basic agilities and movements with some confidence and will show evidence of control to improve the overall style. The sequence will be co-ordinated and maintain pace. Candidates will be able to attempt more advanced agilities with support and guidance.

Unit of work – Outdoor and Adventurous Activities

Activities

Sailing	Canoeing/Kayaking	Climbing
Personal Survival or Lifesaving	Boardsailing	Orienteering
Skiing		

Area of activity

Candidates should be taught:

- to prepare to undertake a journey safely, encompassing one or more activities in an unfamiliar environment
- to develop their own ideas by creating challenges for others
- increasingly complex techniques and the safety procedures appropriate to the activity or activities undertaken
- the effects of nutrition and climatic conditions on the body through the activity or activities undertaken, and an awareness of, and responses to, changing environmental conditions.

For this group of activities it is expected that teacher-examiners will be aware of the capabilities of their candidates and will ask them to perform only those skills and/or manoeuvres which they can do safely in the weather/water conditions on the day.

For all activities, safe practice is of paramount importance and candidates should not proceed to the skills/manoeuvres until they have a thorough grounding in safety procedures.

When coursework activities take place off-site it is essential that sufficient work take place under direct supervision of the teacher-examiner who will need to authenticate the work of each candidate.

For moderation purposes, it may be necessary to video the course assessment. Centres should refer to the *GCSE Coursework Guide* or contact the Subject Officer for further guidance.

Entry level 1

Candidates will be able to undertake basic skills and manoeuvres which will allow them to complete elementary tasks and movements. They will have an appreciation of the essential safety procedures and be able to equip themselves appropriately for the task in hand.

Entry level 2

Candidates will be able to perform more difficult manoeuvres which will enable them to show greater control of movement. They will be able to recognise potentially hazardous situations and plan accordingly.

Entry level 3

Candidates will be able to perform basic manoeuvres with confidence, displaying reasonable style and control throughout. They may be able to attempt more difficult tasks whilst recognising and adapting to hazardous situations.

Personal Survival or Lifesaving

Candidates should experience a range of personal survival activities to:

- develop further the application and evaluation of the principles and practice of rescue and resuscitation in water-based activities
- develop, apply and evaluate their skills in selected water-based activities.

Entry level 1

Candidates should be able to maintain a float position with support and will in general display a growing confidence in water activities.

Entry level 2

Candidates will propel themselves using recognised stroke techniques which will enable them to swim a distance. They will have confidence to enter the water from the side with a dive and turn effectively to continue swimming. They will have an increased range of survival skills.

Entry level 3

Candidates will swim with recognised stroke techniques and be able to evaluate the effectiveness of this. There will be greater efficiency in the technique, and the entry and turns will be more effective. A greater degree of confidence and ability will be evident in personal skills.

Learning outcomes

The learning outcomes are designed to provide indicators for course designs and to give guidelines as to the level of activity a candidate should experience to be successful at a given level. These outcomes are generic to the activity group and should be applied to the specific sport to be undertaken.

Activity group – Games	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Personal game skills	<ul style="list-style-type: none"> • have experience of a range of practices to introduce and develop the principal skills • be able to control elementary movements of kicking, throwing, hitting and catching 	<ul style="list-style-type: none"> • be able to apply elementary movements to specialised roles within a game • have an understanding of the required techniques for specialised game skills 	<ul style="list-style-type: none"> • have extended their skills and techniques which are specific to the game played • have experienced all aspects of the game
Application of skills	<ul style="list-style-type: none"> • have experience of a range of opportunities to develop skills in structured practices and small-sided games 	<ul style="list-style-type: none"> • be able to use the required skills and be involved in a game • appreciate the development of positional sense 	<ul style="list-style-type: none"> • apply improved techniques to small-sided games • be able to adapt skills to attacking/defensive roles
Tactical appreciation	<ul style="list-style-type: none"> • be able to evaluate their own effectiveness • have an understanding of the structure of various games 	<ul style="list-style-type: none"> • be able to differentiate between phases of a game • be able to identify roles and positions within a game 	<ul style="list-style-type: none"> • have an understanding of the differing roles and have experienced positions within a game • have an appreciation of the phases of a game including differences in attack and defence
Rules and regulations	<ul style="list-style-type: none"> • be able to make up, play and refine their own games within prescribed limits, considering and developing rules and scoring systems. 	<ul style="list-style-type: none"> • have an appreciation of the fundamental rules of the game. 	<ul style="list-style-type: none"> • be able to play and control a game using the prescribed scoring and rules structure.

Learning outcomes

Activity group	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Swimming	<ul style="list-style-type: none"> • be able to propel themselves using either arms or legs or both • be able to use implements to maintain a float position with confidence. 	<ul style="list-style-type: none"> • be able to prepare themselves using an effective and recognised swimming stroke on the front and back • be able to complete 25 metres • be able to enter the water from the side and swim • be able to float and adopt support positions • have an understanding of the principles of water safety. 	<ul style="list-style-type: none"> • offer two swimming strokes with a sound technique that is efficient and effective over 25 metres • be able to perform a recognised turn • be able to dive in effectively to start swimming • be able to perform a limited range of survival techniques • be able to evaluate their abilities and limitations.

Activity group	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Personal Survival/Lifesaving	<ul style="list-style-type: none"> • be able to propel themselves using either arms or legs or both • be able to use implements to maintain a float position with confidence • be able to assist in a rescue. 	<ul style="list-style-type: none"> • be able to complete 25 metres • be able to enter the water from the side and swim • be able to float and adopt support positions • have an understanding of the principles of water safety • be able to carry out a poolside rescue. 	<ul style="list-style-type: none"> • be able to perform a limited range of survival techniques • be able to evaluate their abilities and limitations • Be able to carry out a water rescue with assistance.

Learning outcomes

Activity group	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Athletic Activities	<ul style="list-style-type: none"> • have experienced and taken part in a range of running, jumping and throwing activities concentrating on accuracy, speed, height, length and distance • have experience of measuring differing athletic events and be given opportunities to evaluate differing outcomes • have experienced competitions which they have made up themselves • appreciate the principles of safety in athletic events. 	<ul style="list-style-type: none"> • apply basic techniques to athletic performance • apply and appreciate effects of differences in speed, stamina and flexibility upon performance • be able to highlight differences in performance due to changes in technique and effort • be able to take part in and control their own competitions • have an understanding of different events • display an understanding of the safety aspects of all events. 	<ul style="list-style-type: none"> • improve performance through the use of technique • be able to improve speed, stamina and flexibility through striving for maximum personal performance • have experienced the effects of taking part in sustained events compared with those of a more explosive nature • be able to exert maximum effort in order to improve personal performance • have enough knowledge of the rules of events to be able to support competitive events • undertake all activities with due regard for safety.

Learning outcomes

Activity group	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Dance Activities	<ul style="list-style-type: none"> • make dances with clear beginnings, middles and ends involving improvising, exploring, selecting and refining content, and sometimes incorporating work from other aspects of the curriculum, in particular music, art and drama • have been given opportunities to increase the range and complexity of body actions, including step patterns and use of body parts • have experienced how to enrich their movements by varying shape, size, direction, level, speed, tension and continuity • respond to a range of stimuli, express feelings, moods and ideas and create simple characters and narratives in movement • describe and interpret the different elements of dance. 	<ul style="list-style-type: none"> • develop themes to support their dance • have an appreciation of the use of gesture and expression within a dance movement • be able to enrich a movement by varying shape, size, direction, level, speed, tension and continuity. 	<ul style="list-style-type: none"> • have an appreciation of how to develop and use appropriate methods of composition, styles and techniques to communicate meanings and ideas • be able to create and perform short dances, showing sensitivity to style of accompaniment • be guided to perform set dances, showing an understanding of style • be taught to support their own dance composition with written and/or oral descriptions of their intentions and outcomes • be able to describe, analyse and interpret dances, recognising stylistic differences, aspects of production and cultural/historical contexts.

Learning outcomes

Activity group	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Gymnastics and Trampolining	<ul style="list-style-type: none"> • be able, both on the floor and using apparatus, to find more ways of rolling, jumping, swinging, balancing and taking weight on hands, and to adapt, practise and refine these actions • be guided to perform in a controlled manner and to understand that the ending of one action can become the beginning of the next • have been given opportunities, both on the floor and using apparatus, to respond to set tasks, to explore, select, develop, practise and refine a longer series of action making increasingly complex sequences of movement which they are able to repeat • be able to respond to a variety of tasks, alone or with a partner, emphasising changing shape, speed and direction through gymnastic actions. 	<ul style="list-style-type: none"> • be able to demonstrate simple controlled actions that involve <ul style="list-style-type: none"> – twisting, turning and spinning – balancing skills, including the ability to move fluently in and out of balance – travelling by stepping, rolling, sliding, wheeling – flight – swinging, circling, lifting and lowering the body • be able to develop simple sequences of movement showing control • have experienced the opportunity to refine elementary actions and sequences alone or with a partner. 	<ul style="list-style-type: none"> • be able to refine and increase their range of actions involving <ul style="list-style-type: none"> – twisting, turning and spinning – balancing skills, including the ability to move fluently in and out of balance – travelling by stepping, rolling, sliding, wheeling – flight – swinging, circling, lifting and lowering the body • have developed an understanding of factors which influence quality in performance, including extension, body tension and clarity of body shape • be able, with guidance, to develop and refine a series of actions into complex sequences which show aesthetic qualities including variety, contrast and repetition • with a partner, be given opportunity and guidance to develop and refine a series of actions with and without contact with the partner.

Learning outcomes

Activity group	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> • be taught the principles of safety in the outdoors and develop the ability to assess and respond to challenges in a variety of contexts and conditions • experience outdoor and adventurous activities in different environments (such as school grounds and premises, parks, woodlands or seashore) that involve planning, navigation, working in small groups, recording and evaluating • appreciate the skills necessary for the activity undertaken with due regard for safety, including the correct use of appropriate equipment. 	<ul style="list-style-type: none"> • have experience of an outdoor and adventurous activity • have acquired the elementary skills and techniques to perform simple manoeuvres • understand the codes of practice • have the opportunity to successfully complete introductory procedures • be able to recognise potentially hazardous situations. 	<ul style="list-style-type: none"> • have experienced at least two outdoor and adventurous activities • have acquired the techniques and skills which are specific to the activities undertaken • appreciate and respect the environment in which the activity takes place and be taught the appropriate codes of practice • undertake more demanding tasks and manoeuvres.

Learning outcomes

	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Analysis of performance	<ul style="list-style-type: none"> • have been introduced to the rules of the activity • have an understanding of basic terminology associated with the activity • be able to identify incorrect actions • be able to identify a high level of performance. • know that a PEP has been produced 	<ul style="list-style-type: none"> • have knowledge of fundamental rules • make use of simple terminology • recognise an incorrect action and highlight basic weaknesses • evaluate an incorrect action to a very limited level • be able to link practice to improved performance • be able to identify basic elements of technique in an action • use basic evidence from their own PEP. 	<ul style="list-style-type: none"> • have a wider knowledge of fundamental rules • display an understanding of simple terminology • identify and highlight basic strengths in an action • evaluate the outcomes of poor actions and link to basic strategies • be able to plan simple practices to improve basic skills • appreciate what the desired performance should look like • be able to show evidence from their own PEP.

Learning outcomes

	Entry level 1 Candidates should:	Entry level 2 Candidates should:	Entry level 3 Candidates should:
Personal Exercise Programme	<ul style="list-style-type: none"> • recognise the value of physical activity • recognise the value of involvement in sport • recognise the different requirements of activity • recognise the effects of socially unacceptable drugs on health • recognise the importance of cleanliness and personal hygiene. 	<ul style="list-style-type: none"> • understand the importance of fitness • understand the links between health and fitness • be able to identify methods of involvement in physical activity • understand the effects of socially unacceptable drugs on health • appreciate a balanced diet. 	<ul style="list-style-type: none"> • be able to evaluate levels of fitness • have an understanding of the components of fitness • identify sporting activities that improve areas of fitness • appreciate the effects of exercise on the body's systems • appreciate the links between diet and exercise.

Specification requirements	
Entry level Certificates	Candidates offer for assessment four activities from at least two different activity groups
Analysis of performance	Analysis in one of the selected practical activities

Special notes
<p>To fulfil the requirements of the National Curriculum for England, centres need to offer at least two activities from different National Curriculum Activity Groups. This does not include the Exercise activity group.</p> <p>To fulfil the requirements for the National Curriculum for Wales, centres need to offer at least two activities which may be from any different activity group including the Exercise activity group.</p> <p>To fulfil the requirements of the National Curriculum for Northern Ireland, centres need to offer at least three activities from differing activity groups but two of these groups may be covered by the specific Games Group 1 and Games Group 2 as outlined in the Northern Ireland National Curriculum.</p>
<p>Candidates cannot offer both:</p> <p>Rugby Union and Rugby League Personal Survival and Lifesaving</p> <p>And may only offer one from: Rounders, Baseball and Softball.</p> <p>Not all candidates from a centre need to offer the same activities.</p>

Availability of external assessment

First assessment of these specifications will be in summer 2003. Assessment will be available in each summer thereafter.

Progression and prior learning

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study into GCSE short and full course.

Information technology

When producing work for the Entry level Certificate in Physical Education candidates will have numerous opportunities to use Information and Communication Technology (ICT). The internet, CD ROM, etc could be used to collect information. Documents could be produced using relevant software packages and images may be included in those documents.

The candidate may be asked to keep a record of information and evidence gathered for their PEP using a spreadsheet and/or database.

Application of number

The testing and evaluation over a period of time of a candidate's own fitness and of others in the group could provide data for this key skill. The candidate can then make comparisons with national norms and candidates within the group.

Scheme of assessment

Overview

The certificate has three awards:

- **Entry level 1**
- **Entry level 2**
- **Entry level 3**

The levels will be based on a candidate's accumulated score from the four elements of the course.

Practical assessment during the course	20 marks
Analysis of performance	10 marks
Personal Exercise Programme	10 marks
Final practical assessment	20 marks

To achieve the award, candidates must complete all components of the qualification and gain the relevant number of marks.

Entry level 1	10–19 marks
Entry level 2	20–39 marks
Entry level 3	40+ marks

The assessment of the course will provide for 50% internal marking and 50% externally assessed accreditation.

Assessment design

ELEMENT	DESIGN	MARKING	TOTAL MARKS	ASSESSMENT	WEIGHTING
Practical coursework	Four activities performed over a programme of timetable coursework.	Each activity marked to a maximum of 5 by the centre.	20	Internal	50%
Analysis of performance	An evaluation of one activity undertaken.	One activity marked out of 10 by the centre.	10	Internal/External sampled	
Personal Exercise Programme	A written project based upon externally set worksheets.	Each worksheet marked by the centre and moderated by Edexcel.	10	Internal/External sampled	50%
Final practical assessment	Four activities performed 'on the day' at a centre-arranged assessment day. Centres will design the tasks and submit them to the board for verification.	Each activity marked to a maximum of 5 by the centre and moderated by the Visiting Moderator appointed by Edexcel.	20	External	

Assessment criteria – Swimming

Activity	1–2 marks	3–4 marks	5 marks
Strokes offered	Offers a stroke with some evidence of technique and performance.	Offers two strokes, below a moderate level, or may perform one event accurate in technique and performance.	Offers two strokes at a moderate level, or one event at a very good level of technique and performance.
Stroke technique	Body position and breathing are likely to be poor, eg hips low in the water and head permanently held high out of the water in front crawl.	Body position will be a little more streamlined and, for example in front crawl, breathing may be better for part of the swim, but will deteriorate towards the end.	The two better strokes will have good body position, breathing and timing, but style and efficiency may deteriorate towards the completion of the swim. The candidate will lack speed at this level.
Starts and finishes	Does not offer an out-of-water start and finishes will be slow and inefficient.	Will offer a dive start but at a very elementary level. Finishes may break some competition rules.	Should offer a racing start in at least one stroke, but likely to lack speed and efficiency. Should demonstrate legal starts and finishes in the two strokes demonstrated.
Turns	Turns are slow with poor techniques, with possibly illegal actions.	Turns are quicker and show a good drive from the side. Turns will be at a very modest level.	Throw-away turns should be fast and legal. Tumbles <i>may</i> be shown, but could lack speed and efficiency.

Assessment criteria – Dance

Activity	1–2 marks	3–4 marks	5 marks
Idea/stimuli	Theme is explored through some relevant movement content.	Theme is conveyed by clear and relevant movement content.	Effective use of the chosen theme explores the scope for variations in tempo and accent.
Body actions, dynamics, use of gesture, quality of movement and expression	Candidate demonstrates limited mastery of basic effort actions and is able to use some gestures and movements which are expressive of the chosen theme.	Candidate demonstrates a wide variety of actions using the body in a fluid manner and displays an understanding of linking body actions and movement phrases throughout the dance.	Candidate demonstrates clarity of expression through intended body action, showing some fluency of movement and rhythmic awareness.
Motif development	Dance shows evidence of motif development through use of speed and directional changes.	Motif is developed through the dance, showing various choreographic methods in a simple, structured form. Contrast, repetition and accent are evident.	The motif shows clear development, enabling the dance to be performed with some style and elegance, with some movement in both personal and general space.
Performance	Candidate demonstrates limited control of bodily movements and limited mastery of basic effort actions. Candidate lacks confidence and concentration in performance.	Candidate demonstrates control of bodily movements and a variety of basic effort actions, some of which are linked, using the body as an expressive instrument. Candidate projects with some confidence but focus tends to be inward.	Candidate demonstrates clarity of expression through a wide variety of intended body actions, showing some fluency of movement and rhythmic awareness. Candidate projects with confidence but focus lacks continuity.

Assessment criteria – Gymnastic Abilities

Activity	1–2 marks	3–4 marks	5 marks	
Gymnastics: agilities	Able to attempt at least five basic agilities, demonstrating some body control.	Able to attempt all rolls and balances with limited style, but more control.	Able to attempt all basic agilities with control and style. May attempt an advanced agility.	
Gymnastics: vault	Experiences some difficulty. Needs some assistance with one or both vaults. Poor style.	Performs the two basic vaults with minimal assistance. Limited control and style.	Performs the two basic vaults with control and style. More advanced vault may need some degree of assistance.	
Gymnastics: floor routine	Able to link simple movements using limited space. Evidence of some body control. Lacks flow and rhythm.	Demonstrates basic agilities and can link movements in a routine. Some degree of control and style.	Demonstrates basic agilities to a higher degree of control and performance. Limited number of advanced moves executed poorly.	
Trampolining: routine	Candidates should be able to perform a 6-bounce routine. Two examples are shown below:	Candidates should be able to perform an 8-bounce routine. Two examples are shown below:	Candidates should be able to perform a 10-bounce routine. An example is shown below:	
	<ul style="list-style-type: none"> • Seat drop • To feet • Tuck jump • Pike jump • Straddle jump • Half twist 	<ul style="list-style-type: none"> • Seat drop • To front drop • To feet • Half twist • Tuck jump • Pike jump 	<ul style="list-style-type: none"> • Seat drop • To feet • Tuck jump • Pike jump • Straddle jump • Half twist • Full twist 	<ul style="list-style-type: none"> • Full twist • Straddle • Seat drop • Half twist to seat drop • To feet • Tuck jump • Front drop • To feet

Assessment criteria – Outdoor Activities

Activity	1–2 marks	3–4 marks	5 marks
Sailing	Rig a training dinghy. Reef ashore. Name parts of the boat and sails. Rope work knots.	Launching and recovery. The five essentials: sail setting, balance, trim, centreboard and course made good.	Crew a two-man boat. Sail away from jetty. Helm moving upwind. Helm moving across wind.
Skiing	Basic stance. Ability to get up after a fall. Straight descent/ascent by side stepping. Basic side step and turn. Snow plough stop.	Snow plough to the left and right. Stop by turning uphill. Use of ski lift.	Linked snow plough turns. Traverse joined by snow plough turns. Side stepping. Swing to the hill from traverse left and right.
Canoeing	Launching. Forward paddling. Backward paddling. Stopping forwards. Capsize and swim. Stopping backwards.	Tilting craft to assist turning. Turning whilst on the move. Reverse craft on a figure-of-eight course. Moving sideways strokes.	Rescue a capsized canoeist from deep water all in rescue.
Climbing	Tie figure-of-eight and bowline knots with stopper knot. Tie a retied figure-of-eight knot. Attach rope to harness/belt. Climb, showing three points of contact.	Low-level traverse. Correct use of climbing calls. Demonstrate how to anchor the belayer. Belay a climber using belay device.	Assist the climber with indication of holds and route during the climb. Perform short abseil with device and safety rope on releasable. Demonstrate a foot jam.
Boardsailing	Simulator drill. Rig the board and sail. De-rig the board and sail. Emergency procedures – recover board and rig.	Balance the board without the rig. Turn the board with the rig. Hoist the rig. Start the procedure.	Get the board under-way. Emergency stop. Moving upwind. Moving across wind.
Personal Survival or Lifesaving	Be capable of being safe in the water. Know how to help others.	Be able to tell others to be safe in the water and to aid others to get to safety.	Show some use of techniques in either survival or lifesaving and be able to demonstrate them.
Orienteering	Map reading scale, legend, contour lines. Orientate map to terrain. Use line features as handrails.	Route choice. Measure distances. Thumb map.	Rough orienteering long legs with good catching features. Fine orienteering short legs with detailed map reading. Attack points. Aiming off.

Assessment criteria – Games

Activity	1–2 marks	3–4 marks	5 marks
Invasion games	Basic skills will lack control and balance. Candidates will move awkwardly with the ball and will be tackled easily. Passing will lack accuracy and weight. Shooting will be inaccurate and lack technique. Little appreciation of tactics and limited understanding of rules. No sense of positional play.	Evidence of balance and control in unpressured situations. Greater accuracy in passing and shooting. More effective in game situation but lacks confidence. Limited appreciation of tactics but understands attacking and defensive situations. Appreciates positional role in set play.	Evidence of more advanced techniques of control. Passing is accurate and weighted with dominant limbs. Greater awareness of tactics and more involved in structured game situations. Sound knowledge of rules.
Net/wall games	Incorrect and ineffective grip and basic strokes are very limited. Little movement around court and no appreciation of positional play. The serve is limited in success and technique is poor. Candidate is unable to maintain a rally or be effective in a game.	Greater appreciation of differing strokes and some movement to get into position. Grip is limited and shots lack accuracy or power but restricted rallies may be maintained. Limited appreciation of a game structure, rules and scoring.	Able to perform most forehand strokes with limited success but backhands are weak. Some evidence of correct body positioning and greater movement within rallies. Understands the game structure but has limited knowledge of rules and scoring.
Striking games	Little success in making contact with the ball in batting/striking. Bowling will be inaccurate and lack power. Fielding will be static, with limited success in throwing or catching. No appreciation of tactical play but limited appreciation of the structure of the game and positional play.	More effective contact made when batting/striking but with limited control and technique. Bowling more co-ordinated and fielding displays greater confidence in catching and throwing. Some understanding of tactics and a sound knowledge of the structure and organisation of play. Limited knowledge of rules.	Correct stance and grip lead to more effective contact. Recognised shots and some placing of the ball. Bowling has co-ordinated action but with limited effect. Fielding is characterised by greater movement. Development of positional play understanding with a sound appreciation of rules and tactics.

Assessment criteria – Athletics

Activity	1–2 marks	3–4 marks	5 marks
Running	Starts are limited with an upright position. Poor posture in style. Relay take-overs lack accurate handover or any timing.	Able to set the start position, but does not apply it to the running action. Posture will not be co-ordinated with arms and legs, lacking drive and head movement evident. Relays affected without accurate hand-over.	The start position is accurately maintained and the candidate effects a correct relay but the movement lacks pace and timing. The body position shows a controlled posture.
Jumping	Run-up lacks rhythm or speed and is constantly checked. Take-off shows limited lift. No control of body in flight. Landing very upright, reflecting a limited technique.	Idea of setting out, run-up and attacking the board but lacking conviction. Simple body technique in flight but no height evident, with upright landing.	Phases of the action co-ordinated, with evidence of increased speed in run-up and height in take-off. Basic technique in flight evident allowing for controlled landing.
Throwing	Limited grip of implement. Poor preparation or transfer of movement into throwing. Release incorrect. Limited knowledge of rules and regulations.	Development of a reasonably effective standing throw. Preparation may be inaccurate and movement may lack control and appear unbalanced. Sound understanding of safety rules.	Evidence of improved body movement into the throwing action. Release will be accurate and movement balanced but will lack drive and speed. Correct grip used.
Golf	Limited grip of club. Poor preparation or transfer of movement into shot. Limited knowledge of rules and regulations.	Development of a reasonably effective shot. Preparation may be inaccurate and movement may lack control and appear unbalanced. Sound understanding of safety rules.	Evidence of improved body movement into the action. Movement balanced but lacks drive and speed. Correct grip used.
Rowing	Launching. Forward paddling. Backward paddling. Stopping forwards. Stopping backwards.	Tilting craft to assist turning. Turning whilst on the move. Reverse craft on a figure-of-eight course.	Effective use of race techniques and actions, though may be over a short distance.

Analysis of performance matrix

	Level 1–2	Level 3–4	Level 5–6	Level 7–8	Level 9–10
Rules/laws of the game	Where applicable, the candidate may not know or may get the rules of competition wrong.	The candidate shows a knowledge of the basic rules.	The candidate demonstrates a sound knowledge of the rules, but may falter on the more complex rules/laws of the game.	The candidate shows a clear knowledge of the rules of competition.	The candidate demonstrates a clear understanding of the rules of competition and can apply them as player and referee/judge.
Terminology and tactics	The candidate does not use the appropriate technical terms.	The candidate makes use of simple terminology of the activity, but may require some leading from the teacher or moderator.	The candidate has an understanding of the basic terminology/tactics but falters on the more technical aspects.	The candidate uses the correct terms but may need some prompting from the teacher/moderator. Can apply tactical principles to situations.	The candidate shows a clear understanding of the correct technical terms and has excellent appreciation of tactical situations.
Recognising strengths and weaknesses	The candidate does not recognise the strengths or limitations of other performers.	The candidate can identify only the very basic strengths/weaknesses in a performance.	The candidate can assess performances and compare one with another, indicating strengths and weaknesses, but may need help/prompting from the teacher/moderator.	The candidate can assess the strengths and limitations of performances for a variety of situations/skills/movements.	The candidate can clearly recognise both the strengths and weaknesses of the performance.
Analysis/evaluation	The candidate performs an incomplete and/or incorrect analysis.	The candidate describes what the performer has done rather than explaining the performance or suggesting ways to improve.	When prompted, the candidate can use this information to evaluate the work of others and is able to analyse simple, but not technical, movements or strategies.	The candidate will analyse and evaluate a performance accurately and will link elements of the analysis to suggest improvements.	The candidate analyses a performance accurately. A detailed evaluation will link all aspects of the analysis into a comprehensive and detailed report.

Analysis of performance matrix (continued)

	Level 1–2	Level 3–4	Level 5–6	Level 7–8	Level 9–10
Planning practices and training	The candidate is unable to plan skill-based practices or simple training sessions with little knowledge of their PEP.	With some direction, can plan simple practices to improve skill and/or team performance and may offer basic evidence from their PEP.	The candidate can plan simple practices to improve basic skills and can show some evidence from their PEP.	The candidate can suggest some simple ways to improve both fitness and performance, but with prompting can plan activities to a higher level.	The candidate has a good knowledge of practices/training methods to improve their performance.
The perfect model	The candidate has little or no idea of the perfect model.	The candidate can offer some indication of what the skill/performance should look like.	The candidate can identify some aspects of the perfect model, but even with help does not know it fully.	The candidate has an idea of the perfect model and can give a good explanation of it.	The candidate has a clear idea of what they understand as the perfect model and can discuss it.

Assessment of the analysis of performance

The analysis of performance will be a centre-based assessment. It is designed to assess candidates' ability to plan, perform and evaluate activities as required in Key Stage 3. The centre will be responsible for producing a programme which enables candidates to develop these skills. Some suggested worksheets giving examples of the style of analysis are given.

The candidate will offer one of their chosen practical activities in which to undertake an analysis of performance. This will be assessed internally although it will be sample-moderated in the final practical assessment. The sample moderation will take the form of a short question and answer session undertaken by the teacher-examiner.

Centres may assess a candidate's understanding in whatever way they feel best demonstrates the candidate's knowledge. This may be by written documentation, verbal analysis, practical demonstration or a combination of these. The mark out of 10 awarded will reflect the candidate's level of knowledge as determined by the analysis of performance matrix.

Candidates will be awarded a mark out of 10 in accordance with the *Assessment Matrix*. This is a progressive matrix and relates to the criteria for GCSE as well. Candidates on level 1 will be in the 1–2 band. Candidates on level 2 will be within the 1–2 and 3–4 bands. Candidates on level 3 will be in the 3–5 band.

Moderation

Internal moderation

Teachers' marking must be standardised across the centre by internal moderation. If more than one teacher is involved in assessment, it is essential that the standard of work expected for the award is agreed and moderated by the centre before submission to Edexcel. Internal moderation must include records to show that candidates have met the assessment criteria at the level specified.

External moderation

For the final practical assessment a moderator will be appointed to a centre and will agree a date with the centre for their visit. Centres will be required to construct a timetable for the assessment day and to devise a series of tasks for each activity to enable candidates to demonstrate the appropriate techniques to the best of their ability. The moderator will sample-moderate a cohort of candidates in a minimum of four activities. The moderation will be carried out between the beginning of March and early May.

The Personal Exercise Programme will be externally moderated. The candidates' work will be marked internally and a sample of work must be available for moderation by the visiting moderator on the day of their visit. Visiting moderators will be required to discuss the PEPs with a range of candidates during the visit.

Certification

Certificates will be awarded at each level and will summarise the achievements demonstrated for each award.

Enquiries about results

Edexcel has made arrangements for enquiries about results and appeals. Details on how these requests may be made are contained in the *Regulations and Syllabus Synopses* (current edition) and in the booklet *Information and Guidance for Centres*.

Special arrangements

The teacher-examiner and/or the examinations officer at a centre may exercise their discretion in providing the normal level of support given to candidates with special assessment needs.

Candidates with physical disabilities will be allowed to undertake amended or adapted activities to ensure that the level of skill they have attained is accredited accordingly.

Centres should refer to the *Guidelines for the Assessment of Candidates with Physical Disabilities* available from Edexcel.

Cases for special consideration (eg illness or injury) should be forwarded to:

Special Requirements
Edexcel Foundation
Stewart House
Russell Square
London WC1B 5DN

Grade descriptions

Candidates will be graded on a 3-point scale which is comparable to National Curriculum levels as follows:

Entry level 1

Entry level 2

Entry level 3

An **Entry level 3** grade is leading into the requirements for a grade G at GCSE full course.

The performance descriptors below provide an indication of the level of achievement that a candidate has reached. These descriptions provide an overall assessment of a candidate's performance. Specific level indicators are given within the units of content throughout the specification. The overall performance will be a cumulative profile, with candidates performing better in some areas than others. However, to be considered for an award a candidate must have completed all elements of the course.

Performance descriptors

Entry level 1

Candidates show a simple understanding of the principles/rules/regulations of an activity. In a safe way they are able to plan and perform simple skills/sequences/routines for an activity session and handle equipment safely. They understand the need to practise in order to improve performance when working either alone or with others. They are developing their skills by exploring and making up activities and by expressing themselves imaginatively. They are able to make simple judgements on performance and, with guidance, are able to describe what is happening and suggest means of improvement. They are able to participate in sustained energetic activity and show a simple understanding of what is happening in their bodies when they are exercising.

Entry level 2

Candidates understand some of the basic principles/rules/regulations for the activity. They are able to plan simple tactics/strategies/routines in response to different environments. They are able to plan short sequences and compositions with a view to achieving a definite end result.

They are able to practise, adapt, improve and repeat longer and increasingly complex sequences of movement, and measure and compare results of their performance. They show an awareness of the importance of taking account of different levels of skill and understanding in order to work safely alone and with others. They make judgements of performances and suggest ways in which improvements may be achieved. They are able to sustain energetic activity over appropriate periods of time and show an understanding of what is happening to their bodies when they are exercising.

Candidates at this level have achieved the end of Key Stage 2 description and are working towards the end of Key Stage 3 description.

Entry level 3

Candidates are able to appreciate the necessity for rules and regulations of an activity. They are able to devise and adopt strategies for appropriate activities. They are also able to plan longer sequences or compositions and are able to envisage the finished product. They have increased their range of skills and can adapt and refine performance according to changing circumstances. They show an understanding of the functional and aesthetic qualities in their performance of specific skills although they may sometimes need support in achieving these consistently across activities. They are able to evaluate how well they and others have achieved what they set out to do and appreciate strengths and limitations. They are able to make observations and suggest ways of improving the quality and degree of difficulty of performance. They are able to prepare for, and recover from, particular activities.

Candidates at this level are working towards or have achieved the end of Key Stage 3 description.

The wider curriculum

Spiritual, moral, ethical, social and cultural issues

The specification will support individual candidates' spiritual development by offering a range of opportunities, which will challenge individual abilities and provide a basis for character development. A programme of activities which involves a range of experiences will allow candidates to reflect on their personal preferences and the ways that these may develop their character.

Through participation in a range of different practical activities, candidates will experience situations which necessitate the maintenance of fair play. Situations such as accepting officials' decisions without question, ensuring correct procedures are maintained or not feigning acts of foul play will serve to develop an appreciation of the value of honesty and the need to abide by the rules of the competition.

Candidates will also be introduced to responsibilities associated with leadership in roles such as a coach, captain and manager. These experiences will reinforce the need for honesty and fair play within the context of sport whereby the players are encouraged to participate to the full within the regulations of the event.

Sport is an institution which reflects the values of society in many ways. Through involvement in sport and the development of knowledge and understanding of factors affecting participation and performance, candidates will acquire an appreciation of the cultural importance of sport. At the same time, sport transects differing cultures and by experiencing a range of practical activities candidates will be able to reflect upon the multi-cultural nature of society.

Education for citizenship

Physical education provides a unique opportunity for individuals to work together in harmony. Competitive activity is distinctive in that players must abide by formal rules and regulations in order to conform to the requirements of the competition, whilst necessitating a respect for the position and role of officials and responsible bodies. Candidates will be taught an appreciation of the role of rules as an effective means of order to enable competition to be undertaken.

Through physical education, candidates will also develop an appreciation of the informal rules of working with others in a range of differing sporting activities.

Information and communication technology

The use of ICT within physical education provides candidates with an opportunity to advance their understanding of practical and theoretical elements of the specification.

Environmental education and health and safety education, and the European dimension

By experiencing a range of practical activities, candidates will be able to appreciate the role that the environment has in facilitating physical and recreation pursuits.

Centres will have the opportunity to incorporate Outdoor and Adventurous Activities into their teaching programme providing opportunities to experience and value the environment.

The essence of the physical education specification is to develop a candidate's knowledge and understanding of movement and exercise to support their health and well being. The specification will not only provide students with an increased awareness of their state of health through the development of a Personal Exercise Programme but will seek to instil values associated with maintaining a life-long healthy lifestyle.

The specification does not address physical education from a European dimension. Sport is a global institution, which not only involves all world cultures but also transgresses political boundaries. Consequently, the specification addresses issues from a universal perspective rather than from a specifically European dimension.

Appendix – Examples of assessment sessions

The following are examples of the type of sessions which could be used by teachers to enable assessments to be made. These do not cover every activity. These examples are not prescriptive and teachers are free to devise their own. However, any sessions organised must reflect the demands of the syllabus and should be designed to allow candidates to demonstrate their full range of skills and abilities. Those devising sessions will also need to take account of the time available.

Association Football	
(Similar sessions could be devised for Hockey, Netball, Rugby and Lacrosse)	
Control	Place cones at random around grid (four squares) and ask candidates to dribble around cones, avoiding each other.
Passing	Working across grid (10 metres), candidates to pass ball to each other, using inside and outside of both feet.
Passing for distance	Using width of two grids, candidates vary pass along ground and show lofted pass (use of both feet).
Heading	Across grid, one candidate picks up ball and hand-feeds to other candidate who heads to achieve accuracy and distance. First candidate controls ball, before repeating exercise.
Application of skills	<p>In groups of five, across grid, candidates follow a 'give and go' routine, showing one-touch passes, use of inside and outside of both feet.</p> <p>A group of five candidates plays 2 v 3 in four grids (bibs required for twos). Group of three tries to retain possession against group of two.</p>
Game situation	Using a full pitch (or full grid with cones as goalposts where there are fewer candidates), candidates display application to game of skills previously demonstrated. One team wears bibs. They demonstrate playing with normal rules, one-touch play or two-touch play according to ability.

Basketball

Warm-up

Dribble in confined space avoiding other players/obstructions. (Skills such as spin turns/pushing the ball through legs can be demonstrated as appropriate.)

Skills

- (a) Candidates split into two lines to show pass/movement/receiving for both chest and bounce passes. See Figure 1.

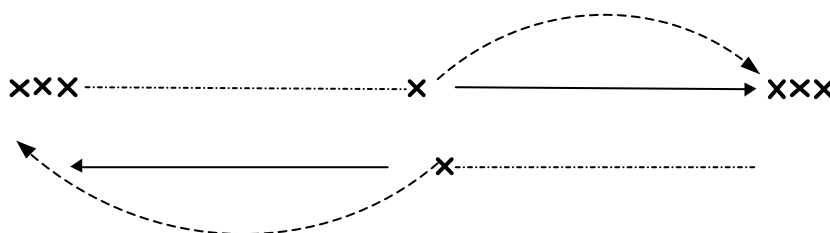


Figure 1

- (b) Lay up drills: (i) from strong side (ii) from weak side where appropriate. This also allows candidates to show rebound skills. See Figure 2.

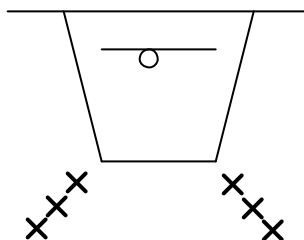


Figure 2

- (c) Dribble to edge of zone, STOP, shoot using appropriate method.

Netball

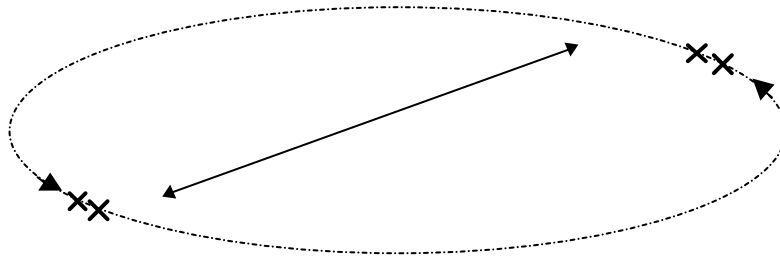
Warm-up

General warm-up – passing, footwork, etc.

Passing

In pairs, 2 or 3 minutes on basic passing and catching, showing variety, control, arm extension, one-handed catching, etc.

Pass and move – line practice – throwing and following the ball (give and go).



Game situation

2 v 2 passing game in limited area: showing footwork, dodging.

If time: half court work: centre pass drill, back line pass, patterns of play.

Full game. Allow all players the opportunity to show their favoured position.

Hockey

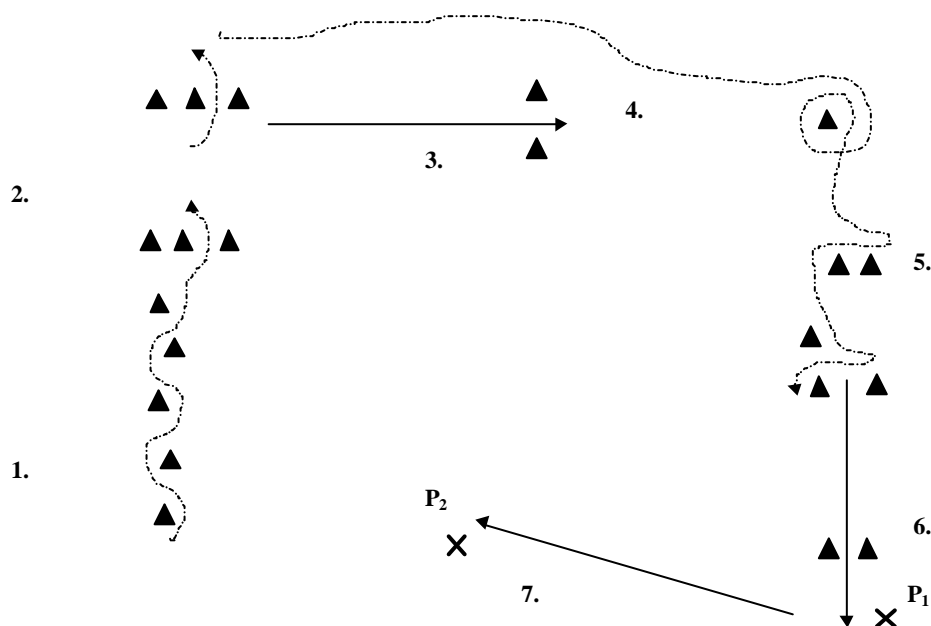
Warm-up

Candidates in line(s), first one dribbles 10 m to a cone, round the cone, passes the ball back to the next in line and runs to the back of the line – repeat.

Skills circuit

This allows candidates to perform a range of techniques. Pressure may be introduced through timing and/or scoring.

(a) Skills circuit



Set up circuit, eg as illustrated.

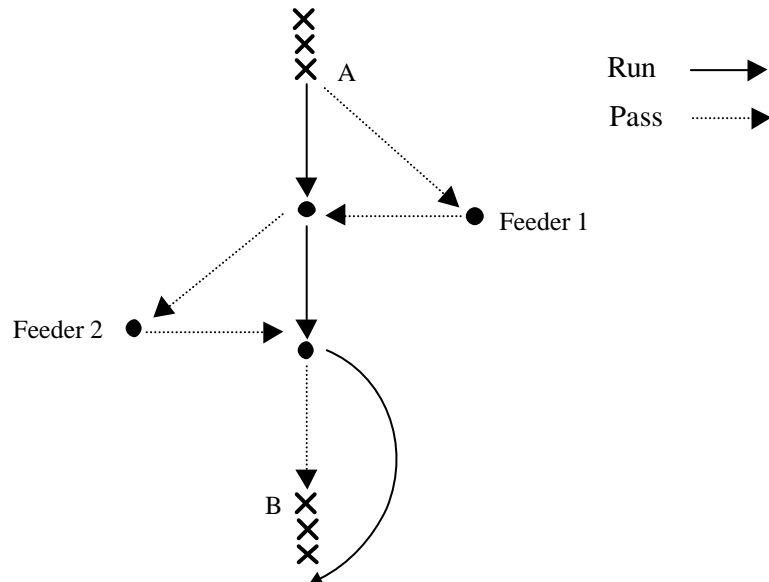
Key:

- 1 Dribble in and out of cones.
- 2 Scoop ball over markers (twice).
- 3 Push pass and follow through gate.
- 4 Dribble around cone.
- 5 Beat a defender (markers) face on (twice).
- 6 Hit or slap-push through markers to waiting player P₁.
- 7 P₁ passes (push) to P₂ who shows correct stopping (receiving).

Hockey (continued)

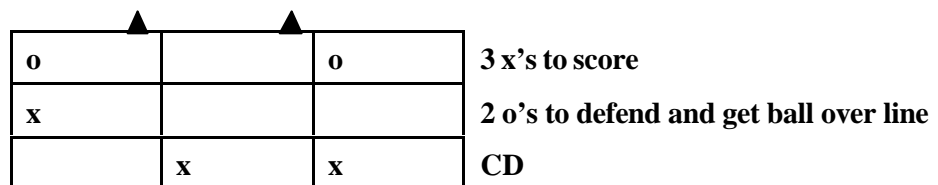
(b) Passing

A passes to Feeder 1 who blocks the ball back square, A collects and passes to Feeder 2 who blocks the ball back square. A collects, Feeder 2 passes the ball to B and runs to the back of the B line.



(c) Play 3 v 2 in a restricted area, eg 3 x 3 grid squares; 3 to score – 2 to defend; and return to starting line.

- Aim:
- i) for 3 to show passing, particularly straight and square and support off ball
 - ii) for 2 to show tackling and covering in defence and channelling.



Game situation

5 v 5 on a small pitch.

NB: Specialist practices for goalkeepers should be addressed, eg facing penalty strokes.

Cricket

Batting

Ball is fed from 5 m. Candidate demonstrates ability to play forward and backward defensive strokes. Candidate could be given opportunity to play a full range of strokes from a variety of deliveries.

Bowling

Candidates demonstrate variety of grips appropriate to type of ball to be bowled. Candidates demonstrate bowling at different speeds.

Fielding

Ball could be thrown/rolled to each candidate who should stop it and return it to wicket.

Candidates demonstrate a variety of fielding techniques including throwing ball for a catch, a run and stop. Candidates run in to meet oncoming ball.

Candidates demonstrate wicket-keeping skills.

Game situation

Candidates display application to game of skills previously demonstrated plus understanding of tactics.

Volleyball

Set

Candidates work in pairs, with one ball between two. They volley or set ball to each other, attempting to keep it in the air.

Dig

In pairs, candidates hand-feed ball to partner.

Smash/spike

With net lowered as necessary, candidates hand-feed ball to enable partner to spike.

Service

Candidates work in pairs with one person on each side of net. Candidates take turns to serve, demonstrating underarm service and, for more able candidates, tennis or windmill service.

Game situation

Candidates display application to game and/or 3 v 3 situation of skills previously demonstrated plus understanding of individual and team tactics, ability to cover areas of court and support other members of team.

Badminton

(Similar sessions could be devised for Tennis, Table Tennis and Squash)

Warm-up

Candidates work in pairs, each in half the court.

Strokes

- Candidates demonstrate clears in pairs.
- Drop shot to net and lift return (continue if possible).
- High feed, smash then block.
- Low serve/receive.

Game situation

- Half court singles.
- Doubles where appropriate.

Candidates organise games and keep scores, demonstrating an understanding of tactics as well as the ability to select a doubles formation and show its requirements, plus the ability to concentrate and work with a partner until completion of rally.

Tennis

(Similar sessions could be devised for Table Tennis)

Warm-up

Candidates work in pairs in half a court maintaining a rally.

Strokes

Candidates should work in pairs in half a court demonstrating:

- forehand and backhand drives
- drives and volleys
- lobs and smashes
- serves
- three-ball feed routine. The feeder has three balls; the first ball is fed so partner can return it using a drive from the base line; the second ball is fed for an approach shot; and the third ball is fed so it can be returned.

Game situation

Candidates organise games and keep scores, demonstrating an understanding of tactics as well as the ability to select a doubles formation and show its requirements, plus the ability to concentrate and work with a partner until completion of rally.

- half court singles
- doubles where appropriate.

Squash

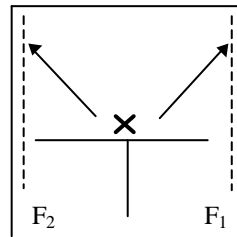
Warm-up

One ball each, rallying to self down the side, change sides to demonstrate both forehand and backhand.

Strokes

(a) In threes, one candidate (X) in the T, one feeder on either side near side wall (see Figure 1) so worker can alternate forehand and backhand demonstrating: (1) drives/lobs; (2) volleys.

Figure 1



(b) In twos, drive boast routine. NB: Some candidates will have to give simple X court drives for their partners to demonstrate a boast.

(c) Stroke routine:

- (i) drive, boast, drop
- (ii) drive, boast, drop, cross-court lob.

Game situation

Candidates should be able to organise games and keep scores.

More able candidates should mark/referee games.

Gymnastics

Warm-up

Candidates warm up before each session.

Agilities

Candidates perform set routine according to ability.

Candidates demonstrate selected individual agilities. Less able candidates must not attempt movements which are too difficult for them.

Floor work

Each candidate performs his/her Olympic/Education routine.

Vaulting

Each candidate has two attempts to perform two different vaults.

Apparatus

Each candidate performs a routine on selected apparatus.

Swimming

Warm-up

Candidates have sufficient time to warm up before the session.

Strokes

In groups of five or six, candidates demonstrate as many of three strokes as they can, up to a length of 25 m per stroke.

Candidates demonstrate various methods of starting, turning and finishing (in isolation from stroke as necessary).

Personal survival

Candidates demonstrate:

- entry into water fully clothed
- swimming 25 m
- HELP
- ability to use float for support
- swimming 100 m
- treading water
- climbing unassisted out of deep end.

Athletics

(Some suggestions for the session)

Warm-up

Candidates carry out a cardiovascular warm-up and stretches suitable for specific events.

Events

Middle/long distance event – either first or last? Or both!

Events can then be spread according to which areas are being offered, eg candidates offering relay running and sprinting/hurdling start with the relay and then go straight into their sprinting, eg in pairs, at one take-over box, set out check marks. Runner 1 runs in from 30/40 m, exchange, runner 2 runs out 30/40 m. Change over or repeat if necessary.

Short rest while other relay runners work – sprinters/hurdlers run then – set out long/triple jump run-ups while throwers take their throws. Throwers take three consecutive throws and measure best throw. Change event. Rest while others throw, then take three throws second event. Measure best throw.

Long/triple jumpers take three consecutive jumps and measure best jump.

High/pole take their jumps.

Middle/long distance event.

Appropriate cool-down.

Golf

Shots from the tee

Medium irons

Woods

Long irons

Short game played to the green

Chipping

Pitch and run

Bunker shots

Fairway shots

Medium irons

Woods

Long irons

From the rough

Irons

Woods

Putting

Long

Short

Game

Play 3 holes

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