

Coursework guide – Practical Activities Annex

Edexcel Advanced Subsidiary GCE in Physical Education (8536)

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Introduction

This annex has been developed to support the assessment of the wide and diverse range of practical activities that have been submitted and accepted as additional activities.

Rationale

The specification was amended and, in principle ‘opened up’ to allow candidates to offer any acceptable practical activity for assessment in their practical coursework component. This ensures that the course is holistic in its nature and that personal performance is core to this approach. Hence, any activity, which is considered as being appropriate and provides students with the opportunity to relate and integrate their own personal sporting performances will be included and therefore candidates should not be disadvantaged by any artificial delineation.

The holistic design of the specification allows candidates to use their own personal performance as a basis for the Analysis of Performance and the study of Local and National Provision in that activity, as well as integrating their experiences into the Skill Acquisition tasks within Unit 2. Similarly candidates may use the activity as the basis for the Factors Affecting Performance assignment as well as using their sport specific training requirements to support the Personal Exercise Programme in Unit 5.

The specification is also designed to support progression of performance from the AS to the A2 units. Candidates may progress one of their two AS assessed activities through to the A2 to facilitate a continued improvement of performance. **The essential principle for the assessment of performance therefore between the AS and A2 activity levels is that there is a one band shift for performances of comparable standards.** Consequently a candidate assessed in the 13 – 15 band at AS would be in the 10 – 12 band at A2 and that candidates aspiring to the 13 – 15 band at A2 will have to demonstrate/perform skills and manoeuvres of a higher order of difficulty.

Criteria for Additional Activities

By design, the rationale for considering the acceptability of an activity is to enable the candidate to apply their developing knowledge and understanding to their personal training with a resultant improvement in performance being a desired outcome. *Activities which do not have a physiological basis for training therefore, will not be acceptable.* This category includes target activities such as Darts and recreative table activities such as Pool, Billiards and Snooker. Individual target activities such as Archery will need to provide criteria that justify their inclusion with reference to specific training procedures linked through structured practices.

Similarly, in order to fulfil the rubric, *activities must have a competitive structure* which precludes certain Adventurous Activities such as Hang Gliding whilst *an outcome of the competitive activity must not be to seek to injure opponents through attacking moves* which precludes Boxing, Kick Boxing and certain Martial Arts. Finally the activities of Karting and Scrambling and other *forms of motorised activity* have been deemed inappropriate.

Acceptance of Additional Activities

Centres wishing to submit activities that are not listed in the published Coursework Guide – Second Edition or included in this Annex must submit to the board a full activity specification design (in the format of the published activities) along with a full and appropriate assessment criteria. The criteria must be submitted for both the AS and A2 and must be applicable to male and female candidates alike.

The final date for the acceptance of proposed details for any further additional activities will be 30th October in the academic year of the examination series.

Guidelines for the Assessment of Additional Activities

Team Games

All team game activities will be assessed in accordance with the Structured Practice and Competitive Situation criteria, which have been published in the Coursework Guide. It is anticipated that the majority of additional games activities undertaken by candidates will be of a highly specialised nature and often to an elite level of performance. It is the responsibility of the centre to co-ordinate the assessment of each candidate within the rubric of the specification. This will often necessitate:

- liaison with the candidate's club and/or coach
- gathering of documentary evidence which should include appropriate video evidence to support any assessment
- monitoring and recording of performance throughout the course.

Individual Activities

The assessment of individual activities will be specific to the actual activity but needs to conform to the principle in the AS (6722 – 02) of a performance under a competitive and pressured situation as well as the performance of a set of skills or structured drills / practices . For the A2 (6725 – 03) candidates will need to additionally complete skills / techniques or manoeuvres in isolation.

For 'gymnastic type' activities such as Figure Skating, Sports Acrobatics, Synchronised Swimming and Diving centres may use the existing criteria for Gymnastics as a basic guideline for the assessment structure and amend and adapt the required manoeuvres accordingly. Centres will need to provide the board with details of the skills and techniques to be assessed in order that standardisation of performance may be maintained.

For additional activities (such as Fencing or Cycling) centres should be able to adapt and amend existing criteria (such as the Rowing criteria).

Adventure Activities

Sailing and Snowboarding have been included within the annex. However, this type of activity is usually highly specialised and individual and will need specific criteria to be developed. Centres who are considering any such additional activities must ensure that they conform to the criteria for additional activities as stated on the previous page and then be prepared to construct appropriate criteria.

Exercise Activities

Tae Kwon Do has been developed in line with Karate and any additional martial arts will need to be assessed similarly. Candidates need to follow accepted styles of the martial art and at all times the exercise activity must be concerned with the shape and form of the exercise as opposed to any degree of contact

Ice Hockey

General statement

Students are to be assessed as to their performance in a full ice game, restricted ice game and or game situation drills which may be conditioned. Individual player positioning should be assessed eg player to puck, player to net, player to opponent.

Structured Practices and Competitive Situation (AS and A2)

Students should demonstrate their performance in relation to the successful application of:

- a. individuals skills techniques
- b. understanding and application of individual and team tactics
- c. offence and defence eg 1 v 1
- d. responsibility at set plays (face-offs) eg breakout
- e. understanding and execution of the rules of the game

Compulsory skills in isolation (A2 only)

Skater	Netminder
1. Skating Agility, Balance, Power	1. Skating Agility, Balance, Power
2. Puck control—forehand and backhand	2. Angles and crease positioning eg body saves
3. Puck handling in motion—forwards and backwards	3. Use of catching glove and blocker
4. Passing—forehand and backhand	4. Rebound control
	5. Playing the puck eg zone clearance

Optional skills (A2) – Select one only

Skater	Netminder
1. Tight turn with puck	1. Skate save/body saves
2. Forehand wrist shot, snap or backhand	2. Double pad stack
3. Checking	3. Rebound control
4. Backhand passing	4. Passing
5. Angling opponent	5. Speed of recovery (agility up and down)

Assessment criteria for A2 Skills in isolation

Each skill to be marked out of 6 and assessed against a recommended technical model with regard to:

- a) preparation – starting position, stance, awareness of puck and opponent - 1 mark
- b) execution – technique, timing, skill level, speed - 3 marks
- c) result - consistency, recovery speed - 2 marks

Total : 30/2 = 15

Additional information

While individual player positioning is to be taken into account, students with high marks should maintain high levels of consistency, recovery and speed

This will increase understanding of the game and general hockey sense.

American Football

General statement

Students are assessed as to their effective performance in a full game, small-sided game and/or game like situation which may be conditioned. Individual player positions should be taken into account eg quarterback, wide receiver.

Structured Practices and Competitive Situation (AS and A2)

Students should demonstrate their performance in relation to the successful application of:

- Skills and techniques
- Knowledge and application of tactics in offence and defence
- Knowledge and application of set plays
- Knowledge and application of the laws of play

Compulsory skills in isolation (A2 only)

- Throwing
- Catching
- Footwork
- Running the ball

Optional skills (A2) – Select one only

- | | |
|------------------------|-------------------|
| • Tackling technique | • Kicking – punt |
| • Kicking – field goal | • Fumble recovery |
| • Man to man coverage | • Zone coverage |
| • Line blocking | |

Assessment criteria for A2 skills in isolation

Each skill to be marked out of 6 and to be assessed against a recommended technical model with regard to:

- | | |
|---|-----------|
| • preparation – body position/alertness | = 1 mark |
| • execution – technique/timing | = 3 marks |
| • result – consistency/recovery | = 2 marks |

Total : 30/2 = 15

Additional information

While individual play positions are to be taken into account, students obtaining higher marks should be able to play in more than one position.

Water Polo

General statement

Students are to be assessed as to their effective performance in a full game, small sided game and/or game like situation which may be conditioned. Individual player positions should be taken into account.

Structured Practices and Competitive Situation (AS and A2)

Students should demonstrate their performance in relation to the successful application of:

- Use of varied strokes/stroke techniques
- Knowledge of when to use variations
- Knowledge and application of tactics
- Knowledge of set plays and the rules of play

Compulsory skills in isolation (A2 only)

- 1 Picking up the ball/Catching the ball
- 2 Swimming with the ball
- 3 Push pass
- 4 Forehand pass

Optional skills (A2) – Select one only

- Stopping/adopting the tilt position
- Starting the slope position/ready to drive position/the drive
- Forehand shot

Assessment criteria for A2 skills in isolation

Each skill to be marked out of 6 and to be assessed against a recommended technical model with regard to:

- preparation – body position – alertness = 1 mark
- execution – technique/timing = 3 marks
- result – consistency/recovery = 2 marks

Total : 30/2 = 15

Additional information

While individual player positions are to be taken into account, students obtaining higher marks should be able to competently play in more than one position.

Rounders

General statement

Students are to be assessed as to their effective performance in a full game, small sided game and /or a game-like situation which may be conditioned. Individual play positions should be taken into account, eg backstop, first post. Students should select two areas from bowling, batting, fielding or backstopping. Students may not select both fielding and backstopping.

Structured Practices and Competitive Situation (AS and A2)

If **bowling**, the following should be demonstrated:

- Consistency of action and delivery
- Knowledge of tactics, rules of play and their application
- Bowl 'good' balls with varying pace and height
- Cause the batter to be out

If **batting**, the following should be demonstrated:

- The ability to score off a range of bowling
- Running between the posts
- Directional hitting depending on the fielders
- Knowledge of tactics, rules of play and their application

If **fielding**, the following should be demonstrated:

- Stopping the ball appropriately, catching high or low
- Retrieving
- Anticipation/attacking the ball
- Throwing as appropriate to the situation

If **backstopping**, the following should be demonstrated:

- The ability to receive balls bowled at various speeds
- Knowledge and application of tactics and the rules of play
- Ability to throw accurately to fielders

Rounders (continued)

Compulsory skills in isolation (A2 only)

Batting		Bowling		Fielding		Backstopping	
1	Hitting left	1	Height	1	Stopping the ball	1	Catching – close
2	Hitting right	2	Pace	2	Underarm	2	Catching – away
3	Hitting straight	3	Spin	3	Throwing over 20m	3	Throwing to posts
4	Running	4	Backing up	4	Catching	4	Backing up

Optional skills (A2) – Select one only

Batting		Bowling		Fielding		Backstopping	
1	Hitting high	1	Curve	1	Backing up	1	Last batter
2	Hitting low			2	Long barrier		

Assessment criteria for A2 skills in isolation

Each skill to be marked out of 6 and assessed against a recommended technical model with regard to:

- preparation – body position – alertness = 1 mark
- execution – technique/timing = 3 marks
- result – consistency/recovery = 2 marks

Total: 30/ 2 = 15 marks

Additional information

Students should be assessed over a number of performances in a variety of conditions.

Korfball

General statement

Students are to be assessed as to their effective performance in a full game, small-sided game and/or a game-like situation which may be conditioned. The game requires that a student demonstrates all the playing positions (and the relevant skills needed) eg attacker, feeder, shooter, defender and collector.

Structured Practices and Competitive Situation (AS and A2)

Students should demonstrate their performance in relation to the successful application of:

- Attacking skills: quick change of speed and angles (veering), continual movement off the ball, attacking the post feeding.
- Defending skills: 1 v 1 with/without the ball, defending a shot, collecting (rebounding).
- Knowledge and application of set pieces and tactics, eg free pass in attack, 4/0, 3/1, 2/2.
- Knowledge of the rules of play.

Compulsory skills in isolation (A2 only)

- 1 Footwork: 1 foot/2feet landing, pivoting, shuffle step in defence.
- 2 Catching and passing: One hand/both hands.
- 3 Shooting: Two handed long shot, underhand penalty shot.
- 4 1 v 1 defence against an opponent with/without the ball.

Optional skills (A2) – Select one only

- Veering-away shot to the left and right of the post.
- Running in shot.
- Moving free—veering movements.
- Free throws in attack.
- 1 v 1 attack
- Feeding
- Collecting (rebounding)

Assessment criteria for A2 skills in isolation

Each skill to be marked out of 6 and to be assessed against a recommended technical model with regard to:

- preparation – body position—alertness = 1 mark
- execution – technique/timing = 3 marks
- result – consistency/recovery = 2 marks

Total : 30/2 = 15

Additional information

Assessments may take place either indoors or outdoors.

Students obtaining higher marks should be able to competently play in all the positions.

Criteria for Additional 'gymnastic' Activities e.g. Figure Skating, Sports Acrobatics Swimming, Diving and Horse Riding

The generic context of a 'gymnastic' activity is for the performer to seek to reproduce designated movements accurately. Consequently, the assessment of these activities, within the framework of the practical activity rubric, requires candidates to perform a series of manoeuvres / agilities / techniques to provide a mark out of 15 for the Structured Practice component and a routine / sequence / series under pressure in order to provide a mark out of 15 for the Competitive Situation.

At A2 these can be repeated but candidates aspiring to the top assessment band (13 – 15) will need to perform movements of a higher order of difficulty. **Where candidates are aspiring to the top assessment band for the A2 the centre will be responsible for co-ordinating the candidate's extended assessment profile and the determination of higher order manoeuvres / skills.**

A2 candidates are also required to perform skills in isolation. This component will necessitate the candidate demonstrating two advanced manoeuvres / skills. Each manoeuvre will be divided into five phases with three marks awarded for each phase and a total mark out of fifteen achieved by halving and rounding up the total of the two manoeuvres / skills.

A generic 'gymnastic' criteria is provided to highlight the common principles for these activities and to provide support towards the standardisation of the range of activities.

Mark Band	Generic Criteria for 'gymnastic type' Activities
13 – 15	The candidate is able to consistently produce an excellent level of performance reflecting accuracy in their 'movement replication'. Such performances are characterised by body control, developed form and a level of technique that allows for advanced skills to be accurately and confidently performed with the ability to co-ordinate and link movements in sequence where appropriate. The performance has clear aesthetic presence and where appropriate artistic merit and/or interpretation. The candidate has a high sense of awareness, timing and fitness for purpose and has significant knowledge and understanding, which they positively display through their performance and in compositional ideas where appropriate.
10 – 12	The candidate is able to consistently produce a very good level of performance reflecting accuracy in their 'movement replication'. Such performances are characterised by developing body control, form and a level of technique that allows for advanced skills to be accurately performed and the ability to co-ordinate and link movements in sequence where appropriate. The performance has aesthetic presence and where appropriate some artistic merit and/or interpretation. The candidate has a sense of awareness, timing and fitness for purpose and has knowledge and understanding, which is evident in their performance and in compositional ideas where appropriate.
7 – 9	The candidate is able to produce a good level of performance reflecting a degree of accuracy in their 'movement replication'. Such performances are characterised by limited body control, form and a level of technique that allows for basic skills to be undertaken accurately and the ability to co-ordinate and link movements in sequence where appropriate. The performance has some aesthetic presence and where appropriate some artistic merit and/or interpretation. The candidate is developing a sense of awareness, timing and fitness for purpose relative to the level of performance and has a basic knowledge and understanding. The compositional element may require some guidance.
4 – 6	The candidate is able to produce a moderate level of performance reflecting some degree of accuracy in their 'movement replication'. Such performances are characterised by limited body control, form and a level of technique that allows for basic skills to be undertaken. The ability to co-ordinate and link movements in sequence where appropriate lacks fluency. The performance has some aesthetic presence and where appropriate some artistic merit and/or interpretation. The candidate is developing a sense of awareness, timing and fitness for purpose relative to the level of performance and has a basic knowledge and understanding. The compositional element will require guidance.
1 - 3	The candidate is able to produce a limited level of performance reflecting little accuracy in their 'movement replication'. Such performances are characterised by very limited body control, form and a level of technique that allows for basic skills to be undertaken. The ability to co-ordinate and link movements in sequence where appropriate lacks control or fluency. The performance has no aesthetic presence, artistic merit and/or interpretation. The candidate has little sense of awareness, timing or fitness for purpose relative to the level of performance and has only a basic knowledge and understanding. The compositional element will require a lot of guidance.

Figure Skating

General statement

Candidates will be assessed in their ability to perform practically and show the knowledge, understanding and awareness of safety, planning and environment appropriate to the level and experience of the skater

Structured Practice (AS and A2)

Students at AS will be assessed in the accurate completion of a series of movements providing a final mark out of 15. Candidates at A2 will be assessed on the same series of movements but candidates that aspire to the higher band of assessment will have to complete more advanced movements which will be at their own discretion but substituted into the series of movements to replace other less demanding agilities. The centre will be required to oversee this procedure.

Competitive situation (AS and A2)

Candidates must perform a voluntary routine including jumps, spins and combinations demonstrating aesthetic awareness and sequential transitions in their choice of choreography. The routine should be between 90 seconds and two minutes in duration.

Compulsory skills in isolation (A2 only)

To be provided by the centre for the individual candidate

Assessment criteria

Each component of the student's performance in their chosen advanced agility and advanced balance will be marked out of three and assessed against a recommended technical model, with regards to:

Advanced jump(A)

- 1 Entry into movement
- 2 Control of movement
- 3 Extension
- 4 Exit from movement
- 5 Overall quality

Total: (A) 15

Advanced spin(B)

- 1 Entry into balance
- 2 Control of movement
- 3 Holding of the balance
- 4 Exit from balance
- 5 Overall quality

Total: (B) 15 (A+B/2=15 marks)

Additional information

A test of the skater's ability will be to apply techniques and awareness to practical situations, which must be completed on an ice rink – preferably of full size.

Figure Skating – listed skill components

Structured Practices (AS and A2)

Candidates must demonstrate the following:

Movement		Marks
Straight Line	- footwork	1
Circular	- footwork	1
Axel		1
Sit Spin	- minimum of 8 revolutions	1
Camel Spin	- minimum of 6 revolutions	1
Backward Travel	- outside edges	1
Backward Travel	- inside edges	1
Jump combination	- second jump must be a loop	1
Combination Spin	- minimum of three positions	2
90 Second Routine	- must include two jumps, two spins, straight line footwork	5

Structured Practices (A2) (Candidates aspiring to the top band will perform additional advanced movements as listed.)

Candidates must demonstrate the following:

Movement		Marks

Unit 2, Section B: Option A – Practical Assessment Criteria

AS Figure Skating – Competitive Situation (15 marks)

This student:

- 13 – 15 is able to show a good range of techniques and make skilled movements which flow with the chosen music in a no fall routine. All candidates demonstrate a good knowledge of preparation for skating including the care and maintenance of skates.
- 10 – 12 demonstrates a reasonable variety of jumps and spins with a good level of technique in a flowing no fall routine. Their display should link well with the chosen music and be flowing and pleasing to the eye.
- 7 – 9 demonstrates control using rhythmically linked basic steps showing satisfactory technique and make no fall controlled movements. All candidates show an awareness of the rink with care towards other skaters.
- 4 – 6 demonstrates controlled footwork and edges. All candidates should skate their routine without falling down. Candidates should be able to stop in two different ways. All candidates should be aware of how to keep skates in good condition.
- 1 – 3 demonstrates edges and stops but shows a limited application of technique and does not always show control at varying speed. All candidates know how to fall safely and how to get up and restart their routine.

Unit 5, Section C: Option A – Practical Assessment Criteria

A2 Figure Skating – Competitive Situation (15 marks)

This student:

- 13 – 15 is able to show a very good range of techniques and make highly skilled movements which flow with the chosen music in a no fall routine. All candidates demonstrate a good knowledge of preparation for skating including the care and maintenance of skates.
- 10 – 12 demonstrates a large variety of movements with a good level of technique or a reasonable range of movements with a high level of technique and control. Their display should link well with the chosen music and be flowing and pleasing to the eye.
- 7 – 9 demonstrates control using rhythmically linked basic steps with a good level of technique and control in a no fall routine. All candidates show an awareness of the rink with care towards other skaters. Candidates demonstrate changes of technique appropriate to speed without excessive loss of confidence.
- 4 – 6 Candidates demonstrate controlled footwork and edges. Candidates also need to show that they can half turn in jumps or can link three jumps. All candidates should skate their routine without falling down. Candidates should show at least three stops. All candidates should be aware of how to keep skates in good condition.
- 1 – 3 demonstrates controlled edges and stops with a moderate level of technique no matter what the speed. All candidates know how to fall safely and how to get up and restart their routine.

Sports Acrobatics

General statement

Students will be assessed in the performance of a sequence and of the listed gymnastic basic agilities and balances (AS) and additional agilities and balances (A2) within a competitive situation. Each element carries a single mark total of 15.

Structured Practice (AS and A2)

Students at AS will be assessed in the accurate completion of a series of movements providing a final mark out of 15. Candidates at A2 will be assessed on the same series of movements but candidates that aspire to the higher band of assessment will have to complete more advanced movements which will be at their own discretion but substituted into the series of movements to replace other less demanding agilities. The centre will be required to oversee this procedure.

Competitive situation (AS and A2)

Each student will produce a sequence lasting 2-2.5 minutes. This will take place on a square of mats, minimum of 12 x 12m. Students will produce a written sequence and a diagram of pathways prior to the assessment and moderation. Instrumental music may be used. The performance of the listed gymnastics agilities and balances at AS and A2 will be marked against successful completion against a recommended technical model.

Sequence

AS

The sequence will include at least two elements from each of the following areas:

- 1 Rolls
- 2 Jumps
- 3 Balances
- 4 Movements in which the weight is taken on the hands

Students will be assessed on the quality of the individual movements and the change of shape, speed and direction of the sequence, together with the degree of continuity shown.

A2

The sequence will include four advanced agilities and six balances from Intermediate 3, according to NDP 5. Centres will be able to nominate the balances according to the specific candidates.

Sports Acrobatics (continued)

Compulsory skills in isolation (A2 only)

Students will be assessed in the performance of one **advanced agility** and one **advanced balance** selected by the candidate.

Assessment criteria

Each component of the student's performance in their chosen advanced agility and advanced balance will be marked out of three and assessed against a recommended technical model, with regards to:

Advanced agility (A)

Entry into movement
Control of movement
Extension
Exit from movement
Overall quality

(A) Total: 15

Advanced balance (B)

Entry into balance
Control of movement
Holding of the balance
Exit from balance
Overall quality

(B) Total: 15

(A+B/2=15 marks)

Additional information

A supporter may stand in but should not give assistance. It is at the student's discretion who his/her partner is.

Sports Acrobatics – listed skill components (tick as appropriate)

Mark Band	1 – 3	4 – 6	7 – 9	10 – 12	13 – 15
Basic Agilities – AS	Any 2	Any 4	Any 7	Any 9	Any 12
Basic Agilities – A2	Any 4	Any 7	Any 9	Any 12	All
forward roll					
backward roll					
sideways roll					
shoulder balance					
arabesque					
headstand					
handstand					
cartwheel					
Arab spring					
jumps – straight					
– tucked					
– star					
– piked					
– half-twist					
– full-twist					
Basic Balances – AS	Any 1	Any 2	Any 2	Any 4	Any 4
Basic Balances – A2	Any 2	Any 2	Any 4	Any 4	All
Pair					
Stand on shoulders					
2 supported jumps					
Trio					
Log					
2 supported jumps					
Advanced Agilities – AS		Any 2	Any 4	Any 6	Any 8
Advanced Agilities – A2	Any 2	Any 4	Any 6	Any 8	All
dive forward roll					
backward roll to handstand					
head spring					
handspring					
fly spring					
back-flip					
front somersault					
handstand half-turn					
cartwheel – one hand					
back somersault					
Advanced Balances – AS		Any 1	Any 2	Any 3	Any 4
Advanced Balances – A2	Any 1	Any 2	Any 3	Any 4	All
To be completed by the centre					

Unit 2, Section B: Option A – Practical Assessment Criteria

AS Sports Acrobatics Competitive Situation (15 marks)

This student:

- 13 – 15 will be able to perform a wide range of movements showing a high appreciation of quality. Possesses excellent body management skills. The routine will include advanced skills and will show excellent continuity. This student could represent district, county or association at the appropriate age group.
- 10 – 12 will be at the standard of the regular school team performer, who can perform the basic skills very well and be consistent with the more advanced skills in the routine. Shows sound body management skills. Is able to demonstrate an appreciation of quality in a fairly wide range of movements. They will also have a good knowledge of strategies and how to apply them in a competitive situation.
- 7 – 9 will perform well and show consistency with the basic skills, and the advanced skills in isolation. Is able to perform basic skills with some evidence of quality. They will be able to show some of these more difficult skills in the routine, and are able to demonstrate an awareness of flow and continuity.
- 4 – 6 will be able to perform well on the basic skills, and on some of the more advanced skills in isolation. However, they have a fairly restricted range of skills overall. They show a little appreciation of quality in movements. Body tension poor in some movements. They find difficulty in performing the skills under pressure. They will have some basic knowledge of competition skills.
- 1 – 3 may perform quite well on some of the basic skills but has difficulty with the more advanced skills. They have overall a restricted range of movement skills and lack appreciation of body tension. Sequence shows poor flow and continuity.

Diving

General statement

Students will be assessed in the performance of dives from poolside, 1 metre board, 3 metre board from a 10 metre board.

Structured Practice (AS and A2)

Students at AS will be assessed in the accurate completion of a series of dives providing a final mark out of 15. Candidates at A2 will be assessed on the same series of dives but candidates that aspire to the higher band of assessment will have to complete higher tariffed dives which will be at their own discretion but substituted into the series of dives to replace other less demanding dives. The centre will be required to oversee this procedure.

Competitive situation (AS and A2)

Candidates will perform a series of eight dives with at least one dive from each Group. Candidates at the higher band level will select a higher tariff series. Where possible, the performance should take place in a competitive situation or as near a competitive situation as possible. The overall mark awarded for each dive will be tariff based and will take into account the following criteria:

1. Somersaults
2. Flight position
3. Twists
4. Group (forward, back – reverse, inward – reverse, arm stand)
5. Unnatural entry

Compulsory skills in isolation (A2 only)

Students will be assessed in the performance of one 3 metre board dive and one 10 metre board dive which the centre nominates specific to the individual candidate.

Assessment criteria for skills in isolation

Each component of a student's performance in their chosen dives will be marked out of three and assessed against a recommended technical model with regard to:

1. Height
2. Shape
3. Control
4. Entry
5. Quality of movement/aesthetics

Two marks out of 15/2 = Final mark/15

Additional information

Students will be expected to understand the safety procedures at all times. The dives must be completed in a pool that meets the minimum dimensions as set out in the recommendations of the ASA Sheet No. 17, "Requirements for competition – Diving" this would normally necessitate a minimum depth of 3.4 metres.

Higher-grade students will have knowledge of competition rules and strategies.

AS Diving – listed dive component (tick as appropriate)

Mark Band	1 – 3	4 – 6	7 – 9	10 – 12	13 – 15
Poolside	Any 2	Any 3	All	All	All
Arm swing, jump					
Back pike sit					
Front somersault					
Back somersault					
1 metre board dives	Any 1	Any 2	Any 3	Any 4	All
Back dive (tucked,pike)					
Front somersault					
Front double tuck somersault					
Forward full twisting somersault					
Back somersault with one and a half twists					
3 metre board dives		Any 1	Any 2	Any 3	Any 3
Back dive pike					
Front one and half somersaults - pike					
Front one and half somersaults - tuck					
Forward one and a half somersaults with a twist free position					
Back one and a half somersaults with half twist free position					
10 metre board dives				Any 1	Any 3
Back dive piked position					
Reverse dive pike position					
Inward one and a half somersaults pike position					
Arm stand somersault pike position					
Front two and a half somersaults pike					

AS Competitive Situation – Examples of Tariffed Dives for differing Assessment Band.Dives

1 – 3 Mark Band	Height	Tariff	4 – 6 Mark Band	Height	Tariff
Forward dive tucked	1m	1.2	Forward dive piked	1m	1.3
Back dive straight	1m	1.7	Back dive piked	1m	1.4
Inward dive tucked	1m	1.4	Inward dive piked	1m	1.5
Forward one and a half tucked	1m	1.4	Reverse dive piked	1m	1.6
			Back dive half twist	1m	1.9
7 – 9 Mark Band	Height	Tariff	10 –12 Mark Band	Height	Tariff
Forward one and a half piked	1m	1.7	Forward double tucked	1m	2.3
Forward somersault straight	1m	1.6	Forward somersault with one twist	1m	1.9
Back somersault straight	1m	1.7	Back somersault with half twist	1m	1.9
Reverse somersault tucked	1m	1.6	Back one and a half tucked	1m	2.0
Forward dive piked	3m	1.5	Forward one and a half piked	3m	1.6
Back dive piked	3m	1.8	Back one and a half tucked	3m	1.9
Reverse dive piked	3m	1.8	Reverse one and a half tucked	3m	2.0
Inward dive piked	3m	1.4	Inward one and a half tucked	3m	1.9
13 – 15 Mark Band			Height	Tariff	
Forward somersault with two twists			1m	2.3	
Reverse one and a half tucked			1m	2.1	
Forward two and a half tucked			3m	2.2	
Inward double tucked			3m	2.4	
Back one and a half with a half twist			3m		
Back double somersaults			3m	2.0	
Forward one and a half with a full twist			3m	2.4	
Reverse double somersaults			3m	2.1	

Synchronised Swimming

General statement

Students will be assessed by their performance within a routine containing set elements.

Structured Practice (AS and A2)

Students at AS will be assessed in the accurate completion of a series of movements providing a final mark out of 15. Candidates at A2 will be assessed on the same series of movements but candidates that aspire to the higher band of assessment will have to complete more advanced movements which will be at their own discretion but substituted into the series of movements to replace other less demanding agilities.

The centre will be required to oversee this procedure and provide an appropriate set of moves for assessment at both AS and A2 using the FINA Synchronised Swimming Grades as a guideline

Competitive situation (AS and A2)

At A2 students will be able to build their routine on the work covered at AS but must include at least 2 advanced twists or spins (at least 360 degrees) and must include a head or feet first boost. The overall mark awarded for each routine will be tariff-based and will take into account the following criteria:

1. Height out of the water
2. Control
3. Pool coverage
4. Precision of pool pattern
5. Creativity of individual elements
6. Time spent under water

Compulsory skills in isolation (A2 only)

Students will be assessed in the performance of one advanced spin, at least 360 degree and one feet first boost.

Assessment criteria

Each component of a student's performance in their chosen advanced spin and feet first boost will be marked out of 3 and assessed against a recommended technical model with regard to:

Advanced spin (A)

Entry into movement

Height out of the water

Control

Execution

Quality of movement/aesthetics

Total: (A) 15

Feet first boost (B)

Entry into movement

Height out of the water

Control

Execution

Quality of movement/aesthetics

Total: (B) 15 **(A+B/2=15 marks)**

Additional information

The pool area should be at least 12m square and have a minimum depth of 2.5 meters.

Unit 2, Section B: Option A and Unit 5, Section C: Option A – Practical Assessment Criteria

AS Synchronised swimming – competitive situations (15 marks)

This student:

- 13 – 15 must demonstrate a high level of execution of strokes, figures and precision of pool patter. They must show excellent synchronisation with team, duet and music. During the performance they must show creativity, pool coverage and originality. Posture and holding of body position must be skilled and consistent. The student possesses excellent body management skills, is highly confident and is well focused. This student should be able to achieve grade 5 of the R.I.N.A. awards and compete at county for an appropriate age group.
- 10 – 12 should be performing basic skills to a high level and be at ease with the advanced techniques. They should be using their own initiative by creating and developing original moves confidently. Making full use of the pool while executing figures precisely and showing excellent body position throughout the routine. They should be entering district level competition.
- 7 – 9 will perform well and shows consistency within the basic movements and will show some competency in more advanced skills. Synchronisation will begin to develop. Body control should be good and show evidence of good strokes, figures and pool pattern. Student performs with confidence and should be entering local competitions
- 4 – 6 has good body awareness and posture, attempting to link basic skills together with a routine. They work with some confidence and determination.
- 1 – 3 has limited basic skills and finds control of bodily movements difficult. May perform some basic skills within routine but lacks fluency. The student lacks confidence and concentration in performance.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the structured practices shown by the student.

Horse Riding

General statement

All activities are to be conducted by appropriately qualified instructors. Candidates should not be put at risk at any time during their course. Candidates will be assessed on their technical competence in relation to their knowledge of riding, tackle and general horse management. Candidates will also need to be conversant with the horse-riding environment in relation to access and to other disciplines.

Structured Practices - Mounted Skills (AS and A2)

Candidates should demonstrate their ability to:	Marks
Section 1.	
• Check tack, mount and dismount correctly	1
• Ability to maintain a correct balance seat, independent of the rein at walk, trot and canter	1
• Canter on a named leg and show an understanding of the footfalls of all gaits	1
• Ride accurately the following movements in a 20 x 40m or 20 x 60m arena	
1. 20m, 1.5m, 10m circles	1
2. looped serpentine	1
3. half 10m circles	1
4. ride up the centre line	1
• Show knowledge: Outline, rhythm, bend, impulsion, tempo, straightness	3
• Jump an upright fence (2ft 3ins).	2
	15
Section 2.	
Put on and fit the following – a snaffle bridle, double bridle, a general purpose saddle, a breast plate or martingale, boots or bandages.	6 marks
Show knowledge of preparing a horse and trailer/horsebox for travel and how to load and unload.	3 marks
Show an understanding of the importance of warming up the horse before exercise and cooling off afterwards properly.	3 marks
Talk about aids for the lateral work you have ridden or talk about the approach and aids for riding the fences you have jumped.	3 marks
	Total :
	15 marks
Total (15) = Section 1 + Section 2 / 2	

A2 Candidates aspiring for the top band will perform manoeuvres of greater difficulty as directed by the centre eg jump a combination of fences.

Horse Riding (continued)

Competitive situation (AS and A2) - Candidates choose from A or B

A. Dressage

- Show a knowledge of how to warm your horse up correctly before a dressage test. 2 marks
- Ride in a double bridle. 2 marks
- Ride the following lateral movement: leg yielding, demi-pirouette, counter canter, shoulder in. 4 marks
- Ride lengthened strides at trot or canter. 2 marks
- Show knowledge of the difference between collected and working trot. 2 marks
- Show knowledge of how you could improve this horse on the flat. 1 mark
- Know where all the letters are in a 20 x 60 arena (including the one on the centre line) 2 marks

Total 15 marks

B. Show-jumping

- Show how to warm up your horse correctly before jumping a course of fences. 2 marks
- Show knowledge of the five stages of jumping. 3 marks
- Know the distances for your horse between trotting poles and place poles. 2 marks
- Jump a 3ft show jumping track with a balanced and correct seat 3 marks
- Jump a 2ft 9in x-country course with a balanced seat and understand how to ride between fences. 3 marks
- Show knowledge of how you could improve your horse over fences. 2 marks

Total 15 marks

A2 Candidates aspiring for the top band will perform manoeuvres of greater difficulty as directed by the centre

Horse Riding (continued)

Skills in isolation (A2 only)

Candidates will be assessed in the performance of one **advanced jump** and one **advanced lateral movement** selected by the candidate.

Assessment criteria

Each component of the student's performance in their chosen advanced agility and advanced balance will be marked out of three and assessed against a recommended technical model, with regards to:

Advanced jump(A)	Advanced lateral movement (B)
Entry into movement	Entry into balance
Control of movement	Control of movement
Extension	Holding of the balance
Exit from movement	Exit from balance
Overall quality	Overall quality
(A) Total: 15	(B) Total: 15 (A+B/2=15 marks)

Additional information

Candidates should record horse-riding experience with any details of dates, venues, lessons, grades or competitions entered throughout the duration of the course.

Unit 2, Section B: Option A and Unit 5, Section C: Option A – Practical Assessment Criteria

AS Show Jumping – Competitive Situation (15 marks)

This student:

- 13 – 15 demonstrates an excellent level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy control and fluency remain strategies and demonstrates an understanding of horsemanship techniques. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets. The candidate could also compete at Members cup/Newcomers First Round level.
- 10 – 12 demonstrates a very high level of acquire and development skills that illustrates a very good standard of production. There is consistent success in the selection and application of advanced techniques of the course. Under pressure the level of technical accuracy, control and fluency is consistently very good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of horsemanship techniques. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. Candidate should be competing at Unaffiliated Open or Affiliated British Novice Show Jumping level.
- 7 – 9 demonstrates a good level of acquired and developed skills that allows for a sound standard of performance on the course. There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound horsemanship techniques. Performances in the conditioned competitive situations are good and improvement reflects sound learning and understanding.
- 4 – 6 demonstrates an improving level of acquired and developed skills that allows for an average level of performance on the course. There is an attempt to select and apply advanced techniques in the course and pressure, control, accuracy and fluency are usually achieved. The candidate is able to introduce and use horsemanship techniques at a satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
- 1 – 3 demonstrates a limited application of technique during the course. There is a small attempt to select and apply a rudimentary level of skill. The candidate is unable to demonstrate adequate horsemanship skills at a satisfactory level. Performance in conditioned competitive situations is poor and there is no ability to remain calm.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the structured practices shown by the student.

Unit 2, Section B: Option A and Unit 5, Section C: Option A – Practical Assessment Criteria

AS Dressage – Competitive Situation (15 marks)

This student:

- 13 – 15 demonstrates a high standard of technique, which allows for a high level of skills production. There is significant success in performing more advanced skills on horseback in isolation and a developed skills repertoire. Under pressure the level of technical accuracy remains good. The student has been able to show a mature perception of the requirements to perform in his/her chosen activity. Performances in the structured practices have been excellent and progress over the period of the course has been such as to allow for extended learning and understanding.
- 10 – 12 demonstrates an accurate and refined level of technique, which allows for a very good standard of skill production. There is consistent success in performing the more advanced skills in isolation. Under pressure the level of technical accuracy is normally good. The student has been able to show a good perception of the requirements to perform in his/her chosen activity. Performances in the structured practices have been such as to allow for a good level of learning and understanding.
- 7 – 9 demonstrates a good level of technique, which allows for a sound standard of skills production. There is variable success in performing the more advanced skills in isolation. Under pressure the level of technical accuracy is reliable. The student has been able to show a broader perception of the requirements to perform his/her chosen activity. Performances in the structured practices have been reliable and progress over the period of the course as been such as to allow for satisfactory learning and understanding.
- 4 – 6 demonstrates an emerging level of technique, which allows for a moderate standard of skill production. There is some improving success in performing the more advanced skills in isolation. Under pressure the level of technical accuracy is reasonable at times. The student has been able to show a basic perception of the requirements to perform in his/her chosen activity. Performances in the structured practices have been more consistent and progress over the period of the course has been such as to allow for some improved learning and understanding.
- 1 – 3 demonstrates a moderate level of technique, which allows for a below-average standard of skill production. There is some success in performing the more advanced skills in isolation. Under pressure the level of technical accuracy declines. The student has been able to show a limited perception of the requirements to perform in his/her chosen activity. Performances in structured practices have been inconsistent and progress over the period of the course has been such as to allow little learning and understanding.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the structured practices shown by the student.

Snow Boarding

General statement

Candidates will be assessed in their ability to perform practically and show the knowledge, understanding and awareness of safety, planning and environment appropriate to the level and experience of the snowboarder. The techniques and manoeuvres may be taken on snow or artificial slopes. A test of the snowboarder's ability to apply techniques and awareness to practical situations must be completed on snow.

Competitive situation (AS and A2)

Candidates must demonstrate the following:	Marks
Front side sliding	1
Back side sliding	1
Toe carving (straight line)	1
Heel carving (straight line)	1
Swing to the hill from a steep traverse (on both sides)	1
Rhythmically link ten basic turns	1
Carved turns	2
Linked carved turns with a controlled emergency stop	2
A controlled descent of a slalom course (with a minimum of 10 turning poles)	5
	Total:15

AS—Competitive Situation

Candidates must take a controlled descent of a red or deep now run, showing consideration to other snowboarders.

Total: 15 Marks

Structured Practices and Competitive Situations (A2 only)

Centres must devise a series of practices / manoeuvres in line with the skiing criteria and assess candidates appropriately

A2—Competitive Situation

Candidates must choose a good route down a red or black run showing control and consideration to other skiers.

Compulsory skills in isolation (A2 only)

Centres must assess candidates in four named skills of comparable difficulty to the skiing criteria.

Optional skills (A2) – Select one only

Candidates must be assessed in an optional named skill of comparable difficulty to the skiing criteria.

Unit 2, Section B: Option A and Unit 5, Section C: Option A – Practical Assessment Criteria

AS and A2 Snow Boarding – Competitive Situation

- 13–15 AS candidates are able to show a very good application of technique and make a descent of a black run showing consideration to other skiers. A2 candidates demonstrate a high level of technique and make a non-stop, no fall descent of a black run showing consideration to other skiers. A2 candidates demonstrate parallel turns, carved turns and short swings. AS and A2 candidates have a good knowledge about ski selection, preparation and maintenance
- 10–12 AS candidates demonstrate basic parallel turns with a good level of technique. As candidates must make a non-stop, descent of red run showing consideration to other skiers. A2 candidates demonstrate a non-stop, no fall descent of a red run. A2 candidates demonstrate basic parallel turns with amore refined level of technique and varying the radius of turns and ski in control over bumps, absorbing them with legs. Candidates must choose the route of descent showing a sensible line and good awareness of hazards.
- 7–9 Candidates at AS demonstrate control using rhythmically linked basic swings showing satisfactory technique and make a no-fall controlled descent of part of a red run with vertical drop of at least 150 metres. Candidates at A2 demonstrate control using rhythmically linked basic swings with a good level of technique and make a no fall descent of part of a red run with vertical drop of at least 300 metres. All candidates show awareness on the mountain with reference to a resort map. Candidates at A2 demonstrate changes of technique appropriate to speed and terrain and without excessive loss of confidence in adverse conditions eg bad light. Poor weather, ice or snow conditions
- 4–6 Candidates demonstrate traverses followed by controlled snowplough turns. A2 candidates also need to show that they can turn through 180 degrees on a slope with or without pole support. AS candidates should ski without falling down on a gentle slope and can stop by turning uphill on the slope. A2 candidates should ski without falling down on a gentle slope and can stop by using an emergency stop and can stop by turning uphill between two points on the slop. All candidates know how bindings work and how to check for correct adjustment, and have a working knowledge of the ski-way code.
- 1–3 Candidates at AS demonstrate snowplough turns but show a limited application of technique and do not always show control at varying speed. Candidates at A2 demonstrate controlled snowplough turns with a moderate level of technique no matter what the terrain or speed. All candidates know how best to carry skis and know what to do when they fall over.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the structured practices shown by the student.

Dinghy Sailing

General statement

Candidates will be assessed in their ability to perform both practically and show the knowledge and understanding of safety, planning, access, and environment appropriate to the stage of assessment. Some of the criteria needed to be met has been taken from RYA levels 1,2 and 3.

Competitive situation (AS and A2)

Each student will be able to correctly rig a training dingy or day boat in preparation to sail. They should be able to reef ashore, launch and complete a short course involving a minimum of 6 turns both up and down wind. They should demonstrate knowledge and application of the appropriate sailing theory either on or off shore.

Structured Practices (AS and A2)

Demonstrate the following:

- Rigging a boat
- Handling a boat ashore
- Rope work
- Crewing and helming
- Steering a course: tacking, reaching, running
- Stopping, going about, gybing, reefing
- Picking up a mooring buoy
- Coming to, and leaving a jetty
- Man Over Board
- 5 essentials

Skills in isolation (A2 only) – Select two only

- Righting an inverted dinghy
- Advanced tacking/gybing
- Racing starting techniques
- Mark rounding

Assessment criteria

Each component of a student's performance will be marked out of 15 marks. Both the 'Specialist skills' and 'skills practised in isolation' should be assessed in context considering physical conditions at the time. To assist assessment view the skills in three component parts:

Preparation, execution, and recovery.

Additional information

When assessing the candidate consideration should be made of the non-controllable, external factors such as weather conditions. This assessment programme has been written especially for dingy sailing.

Unit 2, Section B: Option A and Unit 5, Section C: Option A – Practical Assessment Criteria

AS Dinghy Sailing – structured practices (15 marks)

This student:

- 13 – 15 will perform with a wide range of techniques, which will be performed to a high standard they will have a high degree of competence as well as a safe, practical approach to the individual sailing of small boats. They should be capable of sailing and making seaman like decisions in moderate conditions. Under pressure their levels of technical accuracy remains and candidates can introduce and use tactics and strategies of a high level. The performance in the structured practices will have been excellent and progressed over the period of the course. They will have demonstrated extended learning and understanding.
- 10 – 12 demonstrates an accurate and refined level of technique, which allows for a very good standard of skill production. There is consistent success in performing the more advanced skills in isolation. Under pressure the level of technical accuracy is normally good. The student has been able to introduce and use tactics and strategies of an increased level while showing a good perception of the requirements to perform in his/her chosen activity. Performance has been of a very good standard and progress has been such as to allow for a good level of learning and understanding.
- 7 – 9 demonstrates a good level of technique, which allows for a sound standard of skill production. There is variable success in performing the more advanced isolated skills. Under pressure the level of technical accuracy is reliable. They will have some tactical awareness and be able to use these and introduce appropriate strategies while showing a broader perception of the requirements to perform in his/her chosen activity. Performance has been of a good standard and progress has been such as to allow for a satisfactory level of learning and understanding.
- 4 – 6 demonstrates an emerging level of technique, which allows for a moderate standard of skill production. There is some improving success in performing the more advanced isolated skills. Under pressure the level of technical accuracy is reasonable at times. They will have basic tactical awareness and will be able to use these and introduce appropriate basic strategies while showing a basic perception of the requirements to perform in his/her chosen activity. Performance has been of a more consistent standard and progress has been such as to allow for some improved learning and understanding.
- 1 – 3 demonstrates a moderate level of technique, which allows for below average standard of skill production. There is some success in performing the more advanced isolated skills. Under pressure the level of technical accuracy declines. They will have little tactical awareness and will introduce strategies of a rudimentary level while showing a limited perception of the requirements to perform in his/her chosen activity. Performance has been inconsistent and progress has been such to allow for little learning and understanding.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the structured practices shown by the student.

Tae Kwon Do	
General statement	
Candidates will be assessed in the performance of basic Tae Kwon Do techniques e.g. three step sparring (Sambo matsoki). Pattern (formal exercise sequence) and Jayoo Matsoki (free sparring).	
Structured practices (AS and A2)	
The application of skills and techniques – (Basic Tae Kwon Do skills and techniques) and patterns.	
Competitive situation (AS and A2)	
Performance in a competitive situation – Matsoki One step sparring (Ilbo Matsoki). Performance of pattern's 2-5 (Dan Gun, Do san, Won Hyo and Yul Gok).	
Compulsory skills in isolation (A2 only)	
Candidates will be assessed in their performance of the 4 compulsory skills plus any one from the optional list. The candidate will be assessed in the performance of basic Tae Kwon Do techniques. Each skill/technique will be marked out of 6. The total will be divided by 2 = /15 1. Chookyo makgi 2. Ollyo jirugi 3. Bandoe firugi 4. Ap chagy Other skills / technique (select one only)	
<ul style="list-style-type: none"> • Yop sonkal taerigi • An palmok makgi • Jirugi (back to Chunbi) • Anaero sondal taerigi • Dung joomuk taerigi • Yop chagi (Najunde or nopunde) • Dollyo chagi • Dwit chagi 	
Assessment criteria	
Each skill to be marked out of 6 and to be assessed against a recommended technical model with regard to:	
<ul style="list-style-type: none"> • Speed = 1 mark • Control = 1 mark • Good Posture = 1 mark 	<ul style="list-style-type: none"> • Focus = 1 mark • Quality of movement = 1 mark • Kihap = 1 mark

Tae Kwon Do (continued)

Additional information

No other discipline of style will be accepted apart from ITF Tae Kwon Do.

All centres will be required to video their candidates for the purpose of moderation. The video should include both structured practices and competitive situation at AS and A2 and, in addition at A2, the 5 selected skills/techniques in isolation.

Centres are advised to ensure that a candidate has been taught by a Qualified Instructor of the English Tae Kwon Do Governing body and/or the Tae Kwon Do Union of Great Britain and that all safety requirements have been met.

Tae Kwon Do (continued)

The syllabus is based on the knowledge and skills that would be expected from a candidate with previous experience in Tae Kwon Do, at least to GCSE level and who trains with a qualified Tae Kwon Do instructor for at least two one-hour sessions per week over a nine to ten month period. Candidates with greater experience of Tae Kwon Do should demonstrate a commensurately higher skill level throughout the syllabus content.

Candidates will be assessed on the quality of the performance of individual skill from:

- a) Sambo matsoki – a range of techniques, including basic combinations
- b) Pattern – formal exercise sequence
- c) Matsoki – sparring

The following syllabus is ITF Tae Kwon Do based and would not be appropriately adapted for any other Tae Kwon Do style. Most of the terms used are generic, and will be understood by qualified Instructors assessors.

	ITF Tae Kwon Do term
a) Basic Tae Kwon Do Skills and Techniques	
<u>LINEWORK PRACTICE</u>	<u>LINEWORK PRACTICE</u>
Three punch combination.	Seth jirugi. (combination)
Rising block, reverse punch, downward block.	Chookyo makgi, Bandae jirugi, Naeryo makgi.
Outside block, reverse punch.	Bakaero makgi, bandae jirugi.
Outside block, elbow strike, back fist strike.	Bakaero makgi, Palkup taerigi, Dung joomuk taerigi.
Inner forearm block, double punch.	An palmok makgi, Doo jirugi.
Knife hand guarding block, front kick, finger thrust.	Sondal daebi madgi, Ap chagi, Sun sonkut tulgi.
Double front kick (changing legs).	Doo Ap chagi.
Back kick.	Dwit chagi.
b) Pattern	
1 st (9 th) Kup pattern	Chon ji
2 nd (8 th) Kup pattern	Dan gun
3 rd (7 th) Kup pattern	Do san
4 th (6 th) Kup pattern	Won hyo
5 th (5 th) Kup pattern	Yul gok
c) Three step sparring	
Attacker using stepping punch to the body (Kaunde)	Sambo matsoki (1-10)

Unit 2, Section B: Option A and Unit 5, Section C: Option A – Practical Assessment Criteria

Level	0-3	4-6	7-9	10-12	13-15
	All techniques or combinations performed with reasonable form and co-ordination	All techniques or combinations at medium speed with reasonable form and co-ordination	All techniques or combinations at full speed with good form and co-ordination	All techniques or combinations at full speed with very good form, good focus, power and smoothness of application	All techniques or combinations at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
All techniques and combinations must be performed a minimum of three times, with Kihap on the last technique or combination.					
Pattern					1 st & 2 nd Basic Pattern at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	3 rd Basic Pattern performed with reasonable form and co-ordination	3 rd Basic Pattern at full speed with good form and co-ordination	3 rd Basic Pattern at full speed with very good form and co-ordination	3 rd Basic Pattern at full speed with very good form, good focus, power and smoothness of application	3 rd Basic Pattern at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude

	4 th Basic Pattern performed with reasonable form and co-ordination	4 th Basic Pattern at medium speed with reasonable form and co-ordination	4 th Basic Pattern at full speed with good form and co-ordination	4 th Basic Pattern at full speed with very good form, good focus, power and smoothness of application	4 th Basic Pattern at full speed with very good form, very good focus, maximum power, smoothness and vigorous attitude.
	5 th Basic Pattern performed with reasonable form and co-ordination	5 th Basic Pattern at medium speed with reasonable form and co-ordination	5 th Basic Pattern at full speed with good form and co-ordination	5 th Basic Pattern at full speed with very good form, good focus, power and smoothness of application.	5 th Basic Pattern at full speed with very good form, very good focus, maximum power, smoothness and vigorous attitude
Jayoo Matsoki (free sparring)	Performed with reasonable form and co-ordination and Kihap	Performed at medium speed with reasonable form and co-ordination and Kihap	Performed at full speed with good form and co-ordination and Kihap	Performed at full speed with very good form, good focus, power and smoothness of application and good timing and vigorous Kihap	Performed at full speed with very good form, very good focus, maximum power, smoothness of application, very good timing, correct distance and vigorous Kihap

At all levels of Matsoki; the emphasis must be on good control and safe delivery of attacks and counter-attack. Kihap should be delivered on every counter-attack or where a combination counter is used on last technique.

In addition to applying the above criteria, centres may wish to take into account in their assessment the degree of application and willingness to improve in the structured practices shown by the student.

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