

GCSE



CCEA GCSE TEACHER GUIDANCE  
**Physical Education**

Component 3: Individual Performance  
in Physical Activities and Sports

Updated: January 2022



For first teaching from September 2017



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## 1.0 Introduction

Teachers, candidates and non-centre based assessors must be familiar with the contents of this booklet and read it in conjunction with the GCSE Physical Education specification. The contents relate specifically to the controlled assessments in Component 3.

### 1.1 Overview of Component 3: Individual Performances in Physical Activities and Sports

This component is worth 50% of the total marks for GCSE PE and is divided into two sections:

**3(a)** Candidates must select and **perform** three activities or sports; **and**

**3(b)** Candidates must **analyse** the quality of their own and other's performance, in **one** of the activities or sports selected for component 3(a).

## 2.0 Activity and Sport Options

Amateur Boxing	Diving	Lifesaving	Sailing
Archery	Equestrian: Dressage/Games	Martial Art: Fencing	SCUBA Diving
Association Football	Equestrian: Show Jumping/Working Hunter	Martial Art: Judo	Skateboarding
Athletics	Event Management	Martial Art: Ju-Jitsu	Skiing
Badminton	Fitness Testing	Martial Art: Karate	Squash
Basketball	Gaelic Football	Martial Art: Kickboxing	Swimming
Boccia	Golf	Martial Art: Taekwon-do	Table Tennis
Bowls	Gymnastics	Netball	Tennis
Camogie	Handball	Olympic Wrestling	Trampolining
Canoeing/Kayaking	Hillwalking	Orienteering	Volleyball
Cheerleading	Hockey	Personal Survival Swimming	Waterpolo
			Weightlifting
Cricket	Hurling	Rock Climbing	Wheelchair Basketball
Cross Country			Wheelchair Rugby
Cycling	Ice Hockey	Rowing or Sculling	
Dance	Ice Skating	Rugby Union	

## 2.1 Qualifying Criteria for Activities and Sports List

- Be comparable with other activities or sports in terms of: complexity of strategies and range of tactics, compositional detail, breadth and depth of skills, attitudes and behaviour.
- Be open to accurate and robust assessment by the PE teacher and moderators.
- Have physiological demands to train, improve and compete safely and effectively.
- Have a competitive or other clear structure within which assessment can occur.
- Must not utilise motorised equipment.
- Have no legal or safety reason which prevents a candidate from participating.

## 2.2 Application for Inclusion of New Activities or Sports

Centres may submit a request for an activity, not on the CCEA list, for assessment. This opportunity may be removed by CCEA at any time. Consideration must be given to the above criteria and applications must be made using the 'Request for Additional Activity or Sport' form, and must be received in December in the first year of the candidate's study. (See support section on PE microsite for more information).

## 2.3 Prohibited Combinations

Candidates can choose **any** three activities or sports from the Activity and Sports Options list in section 2.0 with the following restrictions:

1. Only one activity may be 'non-centre assessed'. (see also section 3.3)
2. Only one activity may be a 'new activity' submitted in the candidate's first year of study.
3. Choice combinations **must** allow for one option to be analysed in school for Component 3b 'Analysis of Performance'.
  - a. The following options **cannot** be analysed:
    - i. Any activity that cannot be seen either live or as a videoed performance (the latter must be agreed with the Principal Moderator) on the day of moderation/moderated in school
    - ii. Event Management
    - iii. Fitness Testing

## 2.4.0 Candidates with a Permanent Disability or Temporary Illness or Injury

**2.4.1 Access Arrangements or Reasonable Adjustments:** CCEA can make arrangements for disabled candidates and those with special needs to help them access the assessments, as long as the competences being tested are not changed.

Centres should complete the Classification form in the support section of the PE microsite (see also Appendix 1) and agree access arrangements or reasonable adjustments with CCEA **before** the assessment with our Compliance Team at: [efinlay@ccea.org.uk](mailto:efinlay@ccea.org.uk)

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

Your exams officer should apply online for special consideration at [specialconsideration@ccea.org.uk](mailto:specialconsideration@ccea.org.uk)

### **2.4.3 Classification of Candidates with a Disability**

The aim of classification in sport is to ensure fair competition by minimising the impact of a student's eligible impairments on the outcome of competition. CCEA have adopted nationally recognised guidelines to ensure that, students with a disability are assessed fairly and have no restriction on the activities or sports they can choose for GCSE Physical Education.

CCEA require students with any of the impairments listed below, to complete the information form in Appendix 1 and submit it to the moderator on the visiting moderation day:

- Physical Impairment: Any impairment, which limits physical function for one or more limb or fine or gross motor ability.
- Deaf or Hard of Hearing.
- Visual Impairment: Vision is impacted by either an impairment of the eye structure, optical nerves or optical pathways, or visual cortex of the central brain.
- Intellectual Functioning Limitations.

### **2.5 Safe Practice**

Teachers should refer to *Safe Practice: in Physical Education, School Sport and Physical Activity*\* issued by the Association for Physical Education before engaging in practical activities and be conversant with all relevant policies and guidelines issued by DE. \* James, A and Elbourn, J *Safe Practice: in Physical Education, School Sport and Physical Activity*, Ninth edition (2016), ISBN 978-1-909012-35-6

### **2.6 Appropriate Qualifications for Assessment of Combat Sports, Martial Arts, Outdoor Adventure and other selected activities**

The following sports/activities listed in Section 2.0 must be assessed with appropriately qualified instructors in attendance:

- Amateur Boxing
- Canoe/Kayaking
- Equestrian Dressage
- Equestrian Jumping
- Hillwalking
- Ice-skating
- Ice hockey
- Life Saving
- All Martial Arts
- Personal Survival Swimming
- Rock Climbing
- Rowing/Sculling
- Sailing
- Skiing
- Weightlifting

### 3.0 Assessment: Task Setting

In both tasks the level of control for task setting is medium. This means that the centre chooses tasks (physical activities or sports) from the list that we supply. The centres can therefore choose the physical activities and sports that best suit their circumstances. This includes the availability of and access to resources.

### 3.1 Assessment: Task Taking

In both tasks the level of control for task taking is medium.

**Authenticity:** Candidates must choose three physical activities or sports from the list that we supply. If a physical activity or sport is not directly supervised by the centre (non-centre assessment), it must be supervised and assessed by a **qualified coach** of the governing body.

**Feedback:** Teachers must guide and supervise candidates on: monitoring progress; preventing plagiarism; ensuring compliance with health and safety requirements; ensuring work is completed in accordance with the specification requirements and ensuring work can be assessed in accordance with the procedures and marking criteria. Candidates should reach their own conclusions.

**Time Limit:** Within the time that the centre allocates for the course, departments must allocate sufficient time according to the candidates' ability to allow: optimum development of the candidates' competence in performing their selected physical activities or sports and optimum development of the candidates' competence in observing, analysing and evaluating performances. Both areas are developed at the same time and may be allocated between 60 and 90 hours.

**Collaboration:** Candidates can work in groups or teams but it is essential that the teacher can identify individual contributions.

**Resources:** Candidates' access to resources is determined by those available to the centre. Centres should limit candidates' access to the resources they need for the tasks.

### 3.2 Assessment: Task Marking

The level of control for task marking is medium. Teachers mark the controlled assessment task(s) using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' performances. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response. Candidates do not need to be directly supervised at all times. Centres **must** always check the subject-specific requirements issued by CCEA and the centre must ensure that there is sufficient supervision to ensure that work can be authenticated.

For advice on any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at [www.jcq.org.uk](http://www.jcq.org.uk)

### 3.3 Centre and Non Centre Control of Assessment

The 'control of assessment' is considered to be either 'centre' (school) or 'non-centre' based and is determined by the availability of a suitably qualified assessor in the centre. Activities must be assessed by a qualified physical education teacher or anyone who has an appropriate and recognised National Governing Body or affiliated organisation's coaching qualification.

A qualified physical education teacher should be capable of assessing the standards of performance in activities, which are considered mandatory as part of the national curriculum for physical education for example: athletics, cross country, dance, gymnastics, games, swimming and outdoor education (hillwalking, orienteering). If a candidate chooses an activity which is not taught in their school and there are no suitably qualified teachers or other persons in the school with the appropriate qualifications to assess them, they must be assessed by a 'non centre based assessor', under direction and in the presence of the centre's teacher on at least **two** occasions.

A candidate who chooses a sport or activity which is not offered in their centre, may be assessed by an appropriately qualified teacher from their centre i.e. as a 'centre based assessment'. The teacher must observe and be satisfied with the quality and frequency of the coaching experience the candidate receives and must assess them on at least **two** separate occasions to determine their standard of performance.

For 'Centre Based' or 'Non-centre Based' assessment the recommendations of the 'non centre based assessor' must be considered by the teacher in the centre and the teacher must then award a mark after considering all five areas for assessment (see section 4.0).

### 3.4 Assessment Objectives and Marks Available

The assessment objective for Component 3 is split into two sections:

**Component 3(a)** is assessed under **Assessment Objective 4(i)** as follows:

#### Practical Performance

Perform safely, efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities and sports to consistently maintain appropriate fitness levels, desirable attitudes and behaviours and comply with the rules and health and safety requirements of their physical activities or sports **AO4 (i); and**

**Component 3(b)** is assessed under **Assessment Objective 4(ii)** as follows:

#### Analysis of Performance

Analyse and evaluate the quality of performances of the strategies and tactical or compositional principles used in their physical activities or sports and the range of skills to implement them along with fitness levels, desirable attitudes, behaviours and compliance with the rules and health and safety requirements of their physical activities or sports **AO4 (ii).**

There are **200 marks** available for Component 3, broken down as follows:

Component 3(a) Performance in 3 activities or sports:

50 marks for each activity or sport = 3 x 50 marks = **150 marks**

Component 3(b) Analysis of Performance in 1 activity or sport:

50 marks for one activity or sport = 1 x 50 marks = **50 marks**

### **3.5.0 Requirements for Visiting Moderation**

Candidates' marks will be moderated during a centre visit, by a visiting moderator in the final year of the course. The arrangements for these visits are communicated to the centre staff in advance of the visit and instructions for teachers, to aid their preparation, are available on the CCEA GCSE Physical Education microsite.

Candidates who undertake a 'non centre controlled assessment' activity **must** complete the appropriate form see support section on the PE microsite.

**All candidates** must complete and sign an authentication sheet provided by their teacher.

### **3.5.1 Audio Visual Evidence**

Centres must inform candidates' and their parents that for GCSE PE, all candidates will be filmed performing their activities to enable their teacher and CCEA to assess their own and their peers' performance. This evidence will only be used for CCEA's assessment processes.

The collation of audio visual (AV) evidence should begin in the first term of candidates' study, to mitigate unforeseeable absences.

AV evidence of performances in non-centre assessed activities and any activity that cannot be performed live at the moderation visit, is essential.

This evidence needs to accurately support the marks awarded and should, where possible, be a mix of individual drills, small sided drills and competitive scenarios.

Teachers must review all the AV evidence acquired for each candidate and prepare a final piece of no more than 6 minutes for the moderator's visit .

All videos should begin with the candidate stating the following:  
Name / candidate number / activity.

#### 4.0 Content and Learning Outcomes for Component 3(a) Practical Performance

Candidates must be assessed on the quality, efficiency and effectiveness of performances in three physical activities or sports.

The five key areas for assessment are listed in the table below with the marks available. The learning outcomes are also outlined, and teachers must supervise and guide candidates on the most suitable ways to meet the learning outcomes for each area of content. Supervision and guidance should be appropriate to the selected activity or sports or events managed. Information on the **range of skills** for each activity or sport (listed in alphabetical order) is provided in this booklet.

Practical Performances in Physical Activities and Sports		
Content	Max marks available	Learning Outcomes
1. Strategic and tactical principles	15	Candidates should be able to: Use a wide range of strategies, tactics or compositional principles in their physical activities or sports to consistently outwit opponents, control situations or be creative;
2. Range of skills	15	Apply a wide range of the skills from their physical activities and/or sports consistently, efficiently, effectively and with sound technique;
3. Physical fitness	10	Maintain the fitness levels needed to perform the physical activities or sports consistently, efficiently and effectively;
4. Attitudes and behaviours	5	Maintain consistently the desirable attitudes and behaviours that are positively competitive, aim to improve performance and demonstrate fair play;
5. Rules and health and safety	5	Demonstrate knowledge and understanding of and maintain the rules and etiquette and the health and safety requirements of their physical activities and sports.
Marks for one activity or sport	50	Candidates must select <b>three</b> activities or sports

#### 4.1 Content and Learning Outcomes for Component 3(a) Event Management

If a candidate chooses event management as one of their three practical performances, they must be assessed in the five content areas outlined in the table below. Information about the range of skills for **Event Management** is provided in more detail on page 30.

Event Management		
Content	Max marks available	Learning Outcomes
1. Strategic and tactical principles	15	Candidates should be able to: Use consistently, a wide range of event management strategies, tactics and compositional principles to be creative and manage successful events in physical activities and/or sports;
2. Range of skills	15	Apply a wide range of event management skills and actions consistently, efficiently, effectively and with sound judgement;
3. Time management	10	Meet the time management demands and deadlines required for successful event management of physical activities and/or sports;
4. Attitudes and behaviours	5	Maintain consistently the personal qualities and desirable attitudes and behaviours that underpin successful event management of physical activities and/or sports;
5. Rules and health and safety	5	Demonstrate knowledge and understanding of the role of an event manager and the roles within an event management team and apply them when managing physical activity and/or sports events; and demonstrate consistently a high awareness of health and safety.
<b>Total marks</b>	<b>50</b>	Event management is an option available in component 3(a) only.

#### 4.2 Key Points for Component 3(a)

- Candidates must select **any three** activities from the list of approved CCEA activities (see Section 2.0).
- At least two activities must be centre controlled i.e. directly supervised by the teacher.
- One activity may be **‘non centre controlled** but must be carried out under the guidance of the relevant governing body’s suitably qualified coach working with the teacher, who must ensure the assessment is fair and accurate.
- If a teacher has the relevant national governing body or other affiliated organisation’s coaching qualifications, they can assess a candidate’s performance i.e. as ‘centre controlled’.
- If a centre knows they are unable to show a live performance of any activity at the visiting moderation, they should prepare audio-visual and other appropriate evidence to validate the marks awarded
- At the visiting moderation, candidates may be observed in small-sided games at the discretion of the moderator.

### 4.3 Component 3(b) Analysis and Evaluation of Performances

Candidates must be assessed on the quality of analysis and evaluation of their and their peers' performances.

The five key areas they must be assessed on are listed in the table below with the total marks available for each. The learning outcomes are also outlined and teachers must supervise and guide candidates on the most suitable ways to meet the learning outcomes for each content area. Supervision and guidance should be appropriate to the selected activity or sports performance to be analysed.

Analysis and Evaluation of Performances		
Content	Max marks available	Learning Outcomes
1. <b>Strategic tactical or compositional Principles</b>	15	Candidates should be able to: Analyse and evaluate their own and a peer's use of a range of strategies, tactics and compositional principles to consistently outwit opponents, control situations or be creative;
2. <b>Range of skills</b>	15	Analyse and evaluate their own and a peer's use of a wide range of the skills in their physical activities and sports consistently, efficiently, effectively and with sound technique;
3. <b>Physical fitness demands</b>	10	Analyse and evaluate their own and a peer's ability to maintain the fitness levels needed to perform the physical activities and sports consistently, efficiently and effectively;
4. <b>Attitudes and behaviours</b>	5	Analyse and evaluate their own and a peer's ability to maintain consistently the desirable attitudes and behaviours that are positively competitive, help improve performance and demonstrate fair play;
5. <b>Rules and health and safety</b>	5	Analyse and evaluate their own and a peer's knowledge, understanding and ability to maintain the rules and etiquette and the health and safety requirements of their physical activities and sports.
	<b>50</b>	

### 4.4 Key Points for Component 3(b)

- Candidates must analyse performance in one of the three activities they choose for Component 3(a).
- Practical options not available for analysis in component 3(b):
  - Event Management
  - Fitness Testing
- Analysis of performance must consider the five key areas in the table above.
- At visiting moderation, candidates will be required to perform and then feedback to their teacher and the moderator to analyse and evaluate their performance in one of their activities chosen for Component 3 (a).

## 5.0 Assessment Criteria and Mark Ranges for Component 3(a) Practical Performance

The candidate consistently:

1. Shows that they can apply effectively, **a range of the strategies and tactical principles, or the compositional ideas and compositional principles** used, in their selected physical activity or sport with:
  - Limited to basic competency (1–3 marks);
  - Basic to moderate competency (4–6 marks);
  - Moderate to good competency (7–9 marks);
  - Good to excellent competency (10–12 marks); or
  - Excellent to outstanding competency (13–15 marks).
2. Performs efficiently and effectively the **range of skills** from their selected physical activity or sport, in practice and competitive conditions with:
  - Limited to basic competency (1–3 marks);
  - Basic to moderate competency (4–6 marks);
  - Moderate to good competency (7–9 marks);
  - Good to excellent competency (10–12 marks); or
  - Excellent to outstanding competency (13–15 marks).
3. Meets the **physical fitness demands** of their selected physical activity or sport with:
  - Limited to basic competency (1–2 marks);
  - Basic to moderate competency (3–4 marks);
  - Moderate to good competency (5–6 marks);
  - Good to excellent competency (7–8 marks); or
  - Excellent to outstanding competency (9–10 marks).
4. Shows **attitudes and behaviours** that support success and fair play in their selected physical activity or sport with:
  - Basic competency (1 mark);
  - Moderate competency (2 marks);
  - Good competency (3 marks);
  - Excellent competency (4 marks); or
  - Outstanding competency (5 marks).
5. Shows a clear knowledge and understanding of the **rules and health and safety requirements**, applying them when performing in their selected physical activity or sport with:
  - Basic competency (1 mark);
  - Moderate competency (2 marks);
  - Good competency (3 marks);
  - Excellent competency (4 marks); or
  - Outstanding competency (5 marks).

## 5.1 Assessment Criteria and Mark Ranges for Component 3(a) Event Management

### The candidate consistently:

1. Shows that they can **plan and apply effectively sound strategies** appropriate for successful event management with:
  - Limited to basic competency (1–3 marks);
  - Basic to moderate competency (4–6 marks);
  - Moderate to good competency (7–9 marks);
  - Good to excellent competency (10–12 marks); or
  - Excellent to outstanding competency (13–15 marks)
2. Performs efficiently and effectively the **range of skills** and actions required for successful event management with:
  - Limited to basic competency (1–3 marks);
  - Basic to moderate competency (4–6 marks);
  - Moderate to good competency (7–9 marks);
  - Good to excellent competency (10–12 marks); or
  - Excellent to outstanding competency (13–15 marks)
3. Meets **time management** demands and deadlines required by plans for successful event management with:
  - Limited to basic competency (1–2 marks);
  - Basic to moderate competency (3–4 marks);
  - Moderate to good competency (5–6 marks);
  - Good to excellent competency (7–8 marks); or
  - Excellent to outstanding competency (9–10 marks)
4. Shows the personal qualities, **desirable attitudes and behaviours** that underpin successful event management with:
  - Basic competency (1 mark);
  - Moderate competency (2 marks);
  - Good competency (3 marks);
  - Excellent competency (4 marks); or
  - Outstanding competency (5 marks)
5. Shows a clear knowledge and understanding of the **role of an event manager and the roles within an event management team** and applies them when organising event management with:
  - Basic competency (1 mark);
  - Moderate competency (2 marks);
  - Good competency (3 marks);
  - Excellent competency (4 marks); or
  - Outstanding competency (5 marks).

## 5.2 Assessment Criteria and Mark Ranges for Component 3(b) Analysis of Performance

The candidate consistently:

1. Demonstrates knowledge and understanding of the **range of the strategies and tactical principles**, or the **compositional ideas and compositional principles** applied in their selected physical activity or sport and critically observes performances of the strategies and tactical principles, or the compositional ideas and compositional principles applied in practice and competitive conditions and, through analysis and evaluation, identifies and explains the quality of the performances with:
  - Limited to basic competency (1–3 marks);
  - Basic to moderate competency (4–6 marks);
  - Moderate to good competency (7–9 marks);
  - Good to excellent competency (10–12 marks); or
  - Excellent to outstanding competency (13–15 marks).
2. Demonstrates knowledge and understanding of sound techniques for performing efficiently and effectively the **range of skills** for their selected physical activity or sport and critically observes performances of the skills applied in practice and competitive conditions and, through analysis and evaluation identifies and explains the quality of the performances with:
  - Limited to basic competency (1–3 marks);
  - Basic to moderate competency (4–6 marks);
  - Moderate to good competency (7–9 marks);
  - Good to excellent competency (10–12 marks); or
  - Excellent to outstanding competency (13–15 marks).
3. Demonstrates knowledge and understanding of the **physical fitness** requirements for their selected physical activity or sport and critically observes performances in practice and competitive conditions and, through analysis and evaluation, identifies and explains the quality of the performances with:
  - Limited to basic competency (1–2 marks);
  - Basic to moderate competency (3–4 marks);
  - Moderate to good competency (5–6 marks);
  - Good to excellent competency (7–8 marks); or
  - Excellent to outstanding competency (9–10 marks).
4. Demonstrates knowledge and understanding of **the attitudes and behaviours** that support success and fair play in their selected physical activity or sport and critically observes performances in practice and competitive conditions and, through analysis and evaluation, identifies and explains how the desirable attitudes and behaviours are applied with:
  - Basic competency (1 mark);
  - Moderate competency (2 marks);
  - Good competency (3 marks);
  - Excellent competency (4 marks); or
  - Outstanding competency (5 marks).

5. Demonstrates knowledge and understanding of the **rules and health and safety requirements** for their selected physical activity or sport and critically observes how they are applied in practice and competitive conditions and, through analysis and evaluation, identifies and explains compliance with:
- Basic competency (1 mark);
  - Moderate competency (2 marks);
  - Good competency (3 marks);
  - Excellent competency (4 marks); or
  - Outstanding competency (5 marks).

## 6.0 CCEA Approved Physical Activities and Sports – Range of Skills

### Overview

The sports and activities listed on the following pages are recognised by CCEA as meeting the criteria stated in Section 2.1. Candidates and assessors must be familiar with the content requirements for the activity or sport and understand that the descriptions of range skills under each assessment criteria are inclusive, but not limiting.

Information includes:

- Activity title(s).
  - The five areas which must be assessed with relevant content included under these headings.
    - Strategic and tactical principles
    - Range of skills
    - Physical fitness demands or Time management (for event Management only)
    - Attitudes and behaviours
    - Rules and health and safety
- Details regarding requirements for assessment to ensure all performances for all candidates are observed under the same conditions, as far as possible.
- Details about the arrangements for visiting moderation and the format for assessment.

## **Amateur Boxing**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Stance: effective stance and foot placement.
- Punching: combinations; double jab; jab, body shots, hooks, upper cuts; punch power.
- Foot movement, step-drag, pivot.
- Hand movement.
- Pad/body work.
- Sparring with a partner.
- Defence: protecting head and body from opponent.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in club competitions.

### **Requirements for Moderation**

Candidates must:

- Demonstrate a thorough and specific warm-up, sparring with a partner (Safety awareness is essential in terms of equipment i.e. headgear, 16oz training gloves and mouth guard to be worn throughout) and include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Participate in a boxing match for an appropriate time.

## Archery

**Includes: Indoor Target, Outdoor Target, Field, and Clout;**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

- Stance
- Nocking the arrow
- Set
- Draw and load
- Anchor
- Transfer and hold
- Aim and expand
- Release
- Follow through
- Scoring

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in intra or inter school or club competitions in an appropriate venue.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Ensure correct scores are recorded.
- Consistently demonstrate an awareness of safe participation and conduct dynamic risk assessment in the various archery disciplines as a performer and a spectator.

## Association Football

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Passing with left and right feet: ground; chip; half-volley, volley.
- Dribbling: fast; slow; change of pace and direction; feinting; variations e.g. step-overs; Cruyff turn.
- Heading: in attack and defence.
- Throw-in: body position; arm action; long and short.
- Footwork and Marking: jockeying; getting free; tracking.
- Receiving: ball on ground/ball in the air/on the move.
- Intercepting/Tackling: front block, side block; slide and recover.
- Shooting: close and long range; from crosses.
- Goalkeeping: positioning and narrowing the angle; throwing out; place kicking.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these, to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in Association Football.
- Participate in a game for 30 minutes.

## Athletics

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

Candidates must be able to consistently demonstrate the **core** skills for individual running and jumping athletics events, and also the specific skill requirements for any **two events**, as outlined in the table below. They must demonstrate safe, consistent, effective and efficient performances.

Track	Jumps	Throws
Starts	Run-up	Grip
Finishes	Take-off	Stance
Efficient running style	Flight	Lead into throw
Pacing	Landing	Release
Tactics	Tactics	Follow-through
Sprints: 100m; 200m; 300m; 300m hurdles (females); 400m. 400m hurdles; 80m hurdles (females); 100m hurdles; Middle distance: 800m; 1500m;	High jump; Long jump; Triple jump;	Shot put; Discus; Javelin; Hammer;

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in warm ups, practices and competitive situations in intra or inter school competitions with a focus on the candidate's **two** chosen events.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment (either solo or part of a group) and perform in any **two** events - this could be as part of a small group competition.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Ensure scores are measured accurately and recorded.

## Badminton

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Grips forehand, backhand, frying pan.
- Footwork: lunge chassé, scissors.
- Racquet swings – push, tap or dab, whip.
- Body positioning for service, ‘ready’ or recovery.
- High/low services.
- Overhead clear.
- Overhead smash (forehand).
- Overhead drops (forehand/backhand).
- Net plays (forehand/backhand).
- Block return of smash.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions e.g. pre match preparation; response to changes in score.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches in singles and doubles formats. The playing areas for assessment and moderation must allow the candidate to display the full range of skills (e.g. height in hall to allow deep serving and overhead clearing shots).

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Participate in a game of **singles** and be able to keep the score.

## **Basketball**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Passing: chest; bounce; javelin; overhead; fake reverse.
- Dribbling: fast; slow; high; low; change of hand; change of pace; change of ball height, change of direction; dribble and pass; move, dribble and shoot.
- Footwork and Marking: stopping; pivoting; getting free; tracking; shielding; rolling.
- Receiving.
- One or two handed; stationary or on the move.
- Intercepting and rebounding.
- Shooting: lay up; set shot; free shot.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### **Requirements for Moderation**

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in basketball.
- Participate in a game for a minimum of 30 minutes.

## **Boccia**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and games:

Sending

- Propulsion: forehand; backhand; lob; dart throw.
- Lay up; knock on; knock off.
- Jack delivery.
- Communicate effective tactics to other players.
- Make sound choices of line, pace and accuracy of ball.
- Measure distance between balls to score the game.
- Use a ramp/chute to propel the ball (if required).

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### **Requirements for Moderation**

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for boccia.
- Play and score either a singles game (4 ends) or a team game (6 ends).

## **Bowls (Includes: Long Mat, Stadium)**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance in the following roles:

### **The Lead:**

- Delivery of the jack following guidance from the skip
  - length of delivery reflecting Skip's guidance
- Getting shots in the head
  - building a strong platform
  - enabling other players to play more aggressive, higher reward shots
- Building a good position
  - lie the shot occasionally

### **The Second:**

- Backing up the Lead
  - getting shots in the head if required
  - salvaging bad positions early in the end to lay the platform for the Third and Skip.

### **The Third:**

- Building the head
  - covering exposed positions
  - disturbing an unfavourable head.
  - all-round play working closely with the Skip

### **The Skip:**

- Execution of all shots
  - draw shots, weighted drives to cut down losses, add shots
  - turning the head over

## **Range of Skills**

Consistently demonstrate the following skills in safe, effective, and efficient performances with increasingly demanding situations, including structured practices and games. All shots should be demonstrated on the forehand and backhand.

### **Shots**

- Draw Shots
- Yard on Shots
- Running Shots
- Drive Shots
- Positional Shots
- Draw to the Ditch
- Draw to the T
- Block Shots

### **Other Skills**

- Communicating effective tactics to other players.
- Co-ordination of eyes, hands, and feet
- Depth perception
- Measurement of distance between bowls to score the game.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role in practice and competitive situations. This should include consideration of aerobic fitness, core stability and all-round flexibility.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette, and attitude in favourable and adverse conditions and show a good level of psychological resilience in practice and competitive situations.

**Rules and Health and Safety:** Show clear awareness and understanding of the rules of Bowls and adopt safe practice and adhere to these to ensure fair play, health, and safety in practice and competitive situations.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and competitive situations in singles, pairs triples or fours match formats.

### **Requirements for Moderation**

Candidates must:

- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for bowls.
- Demonstrate a range of shots (3 attempts at each shot) as part of a warm-up.
- Play and score a 4 end Singles Game.

## Camogie

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Gaining possession: stopping a ground ball; controlling a moving ball; blocking a ball overhead.
- Chest catch; the jab lift; the roll lift; overhead catch.
- Maintaining possession: dribble; solo.
- Releasing possession: strike on the ground; strike on the run; doubling back; strike from the hand; overhead strike; hand pass.
- Contesting possession: frontal block; hook; frontal ground block; ground flick; and batting a ball overhead.
- Goalkeeping.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety e.g. helmets and mouth guards are mandatory.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in camogie.
- Participate in a game for 30 minutes.

## Canoeing/Kayaking

**Includes:** Canoe/Kayak Slalom; Canoe/Kayak Sprint; Surf Kayaking; Canoe Polo

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competitive situations:

- Launching.
- Paddling: forward paddling, 'J' stroke (canoe); backward paddling; emergency stop; stopping forwards; stopping backwards; tilting craft to assist turning; turning whilst on the move (strokes applicable to craft); reverse craft on a figure of eight course; moving sideways (strokes applicable to craft); supporting low brace.
- Slalom; bow rudder and stern rudder turns.
- Canoe Polo: dip turn.
- Safety and emergencies: capsize and swim; rescue a capsized canoeist from deep water; all in rescue; capsize drill (spray deck); demonstrate a roll (kayak); hand roll and ball roll (polo); demonstrate sculling for support.
- Ferry glide.
- Move across, in and out of the current.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in warm ups, practices and in situations appropriate to their chosen canoeing or kayaking discipline.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty.
- Safety awareness is essential e.g. appropriate buoyancy aids and throwline should be available.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for their canoeing or kayaking discipline.
- Demonstrate their level of performance in a suitably demanding environment.

## **Cheerleading**

Candidates must be assessed in the following areas:

### **Strategic and Tactical Principles**

Use appropriate techniques and tactics to facilitate efficient and effective performance including:

- clear start and finish to routine
- change in levels
- spatial awareness
- effective choreography

### **Range of skills**

Consistently demonstrate the five elements of Cheerleading (Stunts, Tumbles, Jumps, Dance and Pyramid) in safe, effective and efficient performances with increasingly demanding situations, including structured practices and competition:

#### **Basic Stunts**

- Inversion style - inversion from ground level to below prep level/ prep level.
- Release style - switch up to lib prep, tic toc prep level (lib to lib & lib to body position).
- Twisting - 1/2 twisting transition below prep level to prep level, 1/4 twisting transition to prep level 1 leg stunt, 1/2 twisting transition to prep level body position and 1/4 twisting transition to extended stunt.
- Dismount style - straight cradle from extension, straight cradle from prep level body position, 1/4 twisting dismount from prep or extension

#### **Advanced Stunts**

- Prone, prep level 1 leg stunt, extension,
- Barrel roll, leap-frog variations,
- Half twist to prone, walk-in prep level press extension,
- Combination of two or more skills performed simultaneously.

#### **Tumbles**

- Standing Tumbling: Forward roll, straddle roll, handstand, handstand forward roll, front limber, front walkover, cartwheel, backward roll, standing back bend progressing to back walkover, standing back handspring, back handspring step out, back walkover back handspring.
- Running Tumbling: cartwheel, front walkover, round off, cartwheel back over, front walkover to cartwheel/round off, cartwheel quarter turn front walkover,
- Connected skills cartwheel/ back walkover - progressing to cartwheel back handspring (BHS), round off BHS, round off BHS Step out, round off BHS series, front walkover to BHS series.

#### **Jumps**

- Tuck, pike, herkie & toe touch progress to:
- 2 jump series with correct arms and placement of hands

#### **Dance**

- Clean, Clasp, Clap, High V, Low V, T, Broken T, High touchdown, Low touchdown (additional movements possible).

## **Pyramid**

- Linked stunts including an image moment (movement freezes - 'photograph moment').
- The rest of the pyramid will be dynamic with a 'showstopper' piece.

## **Physical Fitness Demands**

Demonstrate appropriate types and levels of fitness to perform skills effectively and efficiently including being able to demonstrate the maintenance of appropriate strength and high energy throughout a 90 second routine.

## **Attitudes and Behaviours**

Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. Students should demonstrate courtesy and respect to fellow students, opponents, coaches, and examiners.

## **Rules and Health and Safety**

Show clear awareness and understanding of rules and safe practice and adhere to these in preparation; practice and competition to ensure fair play, health and safety, are assured e.g., smooth, soft-soled shoes, no jewellery. Technical skills (stunts, pyramids, tosses or tumbling) must be performed on dry, even pliant surfaces with no obstructions in practice or performance scenarios.

## **Requirements for Assessment**

Candidates must be continuously assessed in practice and in school or club competitions and in intra or inter school or club competitions and examinations.

## **Requirements for Moderation**

Candidates must:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate increase in difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Link a combination of range of skills to perform one routine that must last at least 90 seconds.

## Glossary of Terms

- **Base:** Holds the flyer in the air.
- **Basket Toss:** a toss involving 2 or 3 bases and a spotter, in which 2 of the bases use their hands to interlock wrists.
- **Brace/Bracer:** a brace is the physical connection from one top person to another top person that helps provide stability. A top person's hair or uniform is not a legal body part to use while bracing a pyramid or pyramid transition. A **bracer** is a top person in direct physical contact with another top person that helps provide stability. A required bracer cannot pass through an inverted position during a transition.
- **Cradle:** a dismount in which the top person is caught in a cradle position (top person lands in a "V"/pike/hollow body position with face up, legs straight and together below prep level with bases supporting the top person by wrapping arms under the back and under the legs of the top person).
- **Dismount:** the end movement of a stunt or pyramid that is released to a cradle or released to the performing surface. If released to the performing surface, top person must land on their feet.
- **Extension:** a stunt performed to extended arm height. Base's arms will be directly above their head, fully extended. Extension refers to a two-footed stunt at this height, and extended lib is a single leg stunt performed to this height.
- **Flyer:** Top person, lifted or thrown into the air.
- **Hang, smooch, load, sponge:** terms referring to the starting position before a stunt.
- **Jump:** an airborne position not involving hip-over-head rotation created by using one's own feet and lower body power to push off the performing surface.
- **Levels:** Cheerleading ranges are classified in levels, from 1-7. Level 1 is beginner level - level 7 is elite. The highest performing Northern Ireland teams are level 4.
- **Lib (liberty):** a stunt performed on one leg. The non-standing leg will be pulled up so that the foot aligns with the knee of the standing leg, with a pointed toe.
- **Load-In:** a stunting position where the top person has at least one foot in the base/s hands. The base/s hands are at waist level.
- **Prep or prep level:** a stunt performed to shoulder height. Often used to describe a two-footed stunt at this height. Prep Lib refers to a single-leg stunt performed to this height.
- **Spotter:** person responsible for preventing injury to a top person during a stunt, pyramid or toss, by protecting the head, neck, back and shoulders. A spotter must be your own team member, trained in correct spotting techniques and be standing on the performing surface. They must be attentive to the stunt being performed and may not be involved in anything that could prevent them from spotting e.g., holding a sign.

Front spot - an optional support, used to help support the flyer from the front of the stunt.

Back spot - Supports the flyer from the back, always watching for the head, neck and shoulders.

- **Stunt group:** Made up of the positions mentioned above.
- **Tic-Tock:** a stunt held in a static position on one leg, base(s) dip and release top person in an upward fashion, as the top person switches their weight to the other leg and lands in a static position on their opposite leg.
- **Toss:** an airborne stunt where base(s) execute a throwing motion initiated from waist level to increase the height of the top person. The top person is free from all base contact, bracers and/or other top persons. The top person is free from the performing surface when the toss is initiated (excl: basket toss or sponge toss). Requires a minimum of 3, maximum of 4 tossing bases. All bases must have feet on the performing surface. Tosses must be caught in cradle position by at least 3 bases one of which is positioned at the head and shoulder area of the top person.

## Cricket

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance e.g. field settings for a bowler; run scoring or chasing tactics.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Batting: grip, stance, back-lift, footwork, balance and timing; front foot and back foot defence; pull; cut; hook; sweep; reverse sweep; off and on drive; leg glance; variations.
- running between wickets, calling, backing up.
- Bowling: grip; run up/pace, variations, release; follow through; out-swing/in-swing, cutters, spin; variations; field placings.
- Fielding: catching: high catch; low catch, close catch; deep catch; interception and return: long barrier and throw; chasing and retrieving: working in pairs; backing up; short throw and long throw.
- Wicket keeping: positioning (back from and up to the wicket); stumping; receiving from field; receiving from bowler; use of pads.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in warm ups, practices and intra or inter school or club matches.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for cricket.
- Understand umpiring signals, fielding positions and the scoring system.
- Participate in a game of cricket for an appropriate time.

## Cross Country

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition.

#### Starting a Race

- Positioning.
- Maintaining space.

#### Racing

- Running with good form.
- Pacing.
- Teamwork.
- Finishing.
- Route choice.
- Attack points.
- 'Safety first' decisions.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in warm ups, practices and intra or inter school or club matches.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for cross-country.
- Complete a cross country course in an appropriate time.

## Cycling

**Includes: Road; Mountain Bike; Track; Cyclocross.**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition (as appropriate to the cycling format chosen):

Bike maintenance: basic bike fitting; fixing punctures; cleaning; adjusting gears;

Bike handling:

- Use of cleats.
- Use of gears; slowing down/braking/stopping.
- Cornering; balance.
- Climbing; downhill.

Pace

- Pedalling cadence.
- Using an 'aero' position.

Racing or riding with others

- Drafting, peloton etiquette.
- Attacking; solo breakaways.
- Leading out tactics.
- Positioning in a bunch; Scanning.
- Sprinting.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in appropriately challenging situations.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable (a helmet appropriate to the activity must be worn at all times).
- Display an appropriate level of fitness reflective of the type of cycling chosen.
- Complete an appropriate course for an appropriate time.

## Dance

**Includes: Traditional; Contemporary; Aerobic;**

Candidates must be assessed in the following areas:

**Compositional Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

- A wide range of steps.
- Amplification.
- Good shape.
- Poise/body tension.
- Characterisation.
- Communication of idea/quality.
- Group design/formation/floor patterns, unison, canon, mirror action and reaction.
- Use of a theme, dramatic idea, or motif in composition to reflect a particular dance style.
- Rhythm/ musical phrasing of the accompaniment to enhance the composition.
- Share compositions with an audience.
- Demonstrate the techniques used to choreograph performance steps or actions.
- Perform an extensive range of dance steps and dance actions safely, efficiently and effectively.
- Produce and perform a sequence of dance actions with appropriate variations in use of body parts, space, dynamics and relationships.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in intra or inter school or public performances.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Perform (either solo, with a partner or as part of a group); **two dances** which best display their level of skill in the genre of their choice. At least one of the dances must be a personal composition.

## Diving

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and with good form and style:

- Straight jump.
- Tuck jump.
- Piked jump.
- Half twist jump.
- Full twist jump.
- Line up entries.
- Half twists or full twists may be performed going into forward dives.
- Forward dives (tucked; piked; straight).
- Half twists or full twists may be performed going into back dives.
- Back dives (tucked; piked; straight).
- Front somersault (tucked; piked; straight).
- Half twists or full twists may be performed going into the front somersault.
- Back somersault (tucked; piked; straight).
- Half twists or full twists may be performed going into the back somersault.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in intra or inter school or club competitions.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for diving.
- Perform **four** dives which best demonstrate a consistent level of skill in terms of take-off, elevation, body position and entry into water. Safety considerations are paramount (e.g. a high degree of difficulty dive should not be attempted unless the candidate has demonstrated it consistently throughout the course).

## Equestrian Dressage or Games

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices in **one** of the following disciplines:

- **Dressage; or**
- **Games.**

When schooling a horse or pony for either dressage or games:

- Demonstrate understanding and application of the 'scales of training' to their equestrian discipline.
- Care of a stabled horse or pony and management of a competition horse or pony.

### Dressage

- Use correct aids to achieve the desired gait.
- Ride the following 6 movements:
  1. Working, medium and extended trot.
  2. Extended walk, medium walk and free walk on a long rein.
  3. Working canter, medium canter, collected canter and counter canter.
  4. Shoulder in, in trot.
  5. Simple changes.
  6. Leg yielding, in trot.

### Games

- Mount and dismount at various speeds.
- Exchange batons; implements; cups and flags with other members of the team.
- Vault onto the pony at speed.
- Ride 5 of the following eight standard games:

1. Bending
2. Old Sock
3. Ball & Flag
4. Pyramid
5. Bottle
6. Mug
7. Tyre
8. Flag

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role. *Be aware of the fitness required for both Horse/Pony and Rider to compete safely.*

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in intra or inter school or club competition.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for their chosen equestrian discipline.

Demonstrate their riding technique and their range of skill appropriate to their chosen discipline.

## **Equestrian: Show Jumping or Working Hunter;**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance e.g. walk a course and demonstrate an understanding of its significance in relation to stride patterns.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices in **one** of the following disciplines:

- **Show Jumping; or**
- **Working Hunter.**

When schooling a horse or pony for either Show jumping or Working hunter:

- Demonstrate understanding and application of the 'scales of training' to their equestrian discipline.
- Care of a stabled horse or pony and management of a competition horse or pony.

### **Show Jumping**

- Complete a round of show jumps using the appropriate speed, with rhythm and balance.
- Be in control during speed rounds making appropriate and realistic turns.
- Present the horse or pony in a correct manner to jump a wide variety of obstacles such as water trays, fillers and combinations.
- Stay in balance on approach, in flight and landing when jumping a fence.

### **Working Hunter**

- Demonstrate control, balance and rhythm when jumping a variety of working hunter fences including Water Trays, Rustic Fences, Stiles and combinations.
- Maintain balance and control on the approach, in flight and landing whilst jumping a fence.
- Be competent to present and display your Horse/Pony's confirmation and gaits to the judge under saddle or on foot.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role. *Be aware of the fitness required for both Horse/Pony and Rider to compete safely.*

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### **Requirements for Assessment**

Candidates must be continually assessed in practice and in intra or inter school or club competition.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for their chosen equestrian discipline.
- Demonstrate their riding technique and their range of skill appropriate to their chosen discipline.

## Event Management

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, consistent, effective and efficient performances in a wide range of event management skills and apply them effectively when organising successful active leisure events including the following:

- Communication.
- Problem solving.
- Organisational.
- Interpersonal.
- Leadership.
- Time management.
- Team work.

**Time Management:** Meet the time management demands and deadlines required for successful event management of physical activities and/or sports.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions when organising successful active leisure events:

- Motivation.
- Initiative.
- Enthusiasm.
- Positive attitude.

**Rules and Health and Safety:** Demonstrate knowledge and understanding of the role of an event manager and the roles within an event management team and apply them when managing physical activity and/or sports events; and demonstrate consistently a high awareness of health and safety.

### Requirements for Assessment

Candidates must be continually assessed in a range of situations e.g. they could manage a small 'event' such as a badminton match, progress to a four-person round robin badminton competition and then manage more complex events like the long jump competition for different age groups at a school's sports day. The teacher and candidate should agree on a final event to confirm their marks for the five assessed content areas.

### Requirements for Moderation

Candidates will be required to describe and discuss with their teacher and the moderator how they managed an event. Candidates should use the five content areas as a guide for their response.

## Fitness Testing

Candidates will be assessed on their performance and understanding in **three** of the fitness tests listed in the CCEA battery of tests outlined below.

- The components of fitness tested should be relevant to their performance in at least one of their other chosen activities.
- Teachers and candidates should be familiar with the protocol of the eight fitness tests outlined below before selecting their **best three** tests for assessment.
- For effective internal assessment, candidates should collate detailed information on their performance and administration of **three** fitness tests in the following areas:

**Strategic and Tactical Principles:** The candidates' use of appropriate strategies and tactics to facilitate efficient and effective performance will inform the mark out of 15 available for this section e.g.

- Show appropriate preparation to ensure optimal performance in the fitness tests e.g. consider clothing, footwear and warm up appropriate to each test.
- Perform to the parameters of the test protocols to maximise test results.
- Consider appropriateness of venue.
- Consider training programme completed and its effects on test scores.

### Range of Skills

The candidates' consistent use of the following skills when organising and completing tests safely, effectively and efficiently will inform the mark out of 15 available for this section e.g.

- Set up the tests and explain exactly how to do the tests.
- Measure and record results.
- Show awareness of factors affecting reliability of test results.
- Demonstrate consistent, efficient and effective performance in three tests from the following battery of tests (included are examples of key indicators that must inform marks awarded);
  - Multi-stage fitness test: e.g. efficient and effective running technique; accurate pacing.
  - Cooper test: e.g. efficient and effective running technique.
  - 60 second sit-up test e.g. appropriate technique and form attributable to good core strength.
  - 60 second press-up test e.g. maintain good form throughout test in chest, arm and core areas.
  - Sit and reach test e.g. head between arms, palms flat and fingers behind ruler.
  - Grip strength test e.g. appropriate technique ensuring grip handle suits finger length.
  - Standing broad jump test e.g. effective take-off, weight transfer, arm movement, landing technique.
  - Speed and agility test e.g. low balanced turns and good arm drive.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen tests.

The average of a candidate's **best three tests** will inform the mark out of 10 available for this section (if the result is not a whole number round to the nearest whole number e.g. 8.4 is rounded to 8. 9.5 is rounded to 10).

**Attitudes and Behaviours:** The candidates' ability to adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions will inform the mark out of 5 available for this section e.g.

- Candidates prepare appropriately in the weeks and days prior to each test session.
- On a test day, candidates are well organised, set up the tests, understand procedures and protocol.
- Show a clear determination to do well.

**Rules and Health and Safety:** The candidates' ability to show clear awareness and understanding of protocol and safe practice will inform the mark out of 5 available for this section e.g.

- Adhere to protocol to ensure fairness, reliability, health and safety, are assured.
- Demonstrate understanding of the following: validity and reliability; maximal and sub maximal testing and the importance of a PARQ; importance of checking the condition of testing equipment and all surfaces; accurate application of test protocols.

### **Requirements for Assessment:**

- Candidates must only be assessed on the CCEA battery of tests listed in this document.
- There are eight tests and a candidate's final assessment mark will be based on **three** of these tests (if testing aerobic fitness, candidates must choose **either** the MSFT **or** the Cooper Test).
- Candidates, must follow the protocols and scoring systems listed in this document.
- The full battery of tests should not be carried out in one session however; candidates must be given the opportunity to carry out **all the tests on at least three occasions**.
- Candidates choose their best three tests for the visiting moderation.
- Testing in the three chosen tests should occur ideally, within two weeks of the day of visiting moderation to ensure assessment marks are accurate.

### **Requirements for Moderation**

Candidates must:

- Demonstrate a thorough understanding of the administration and protocols for three tests.
- Set up three tests of their choice and **conduct each test as an administrator** with their peers.
- Demonstrate an appropriate warm up for each test.
- **Complete each test as a performer.**
- Demonstrate an appropriate level of fitness, reflective of the standards recorded prior to the visiting moderation.

## Protocols and Conversion Tables for the Assessment of Fitness

Candidates must use the following series of tests to assess their levels of fitness. The equipment, protocols, administration and scoring for each test are below:

### 1 Multi-Stage Fitness Test (20m shuttle run or VO2 Max test )

#### Equipment

- Indoor Area at least 22 metres in length.
- ‘MSFT’ CD and CD player; or ‘Beep test’ App.
- One counter/administrator per person being tested.
- Recording sheet for all counters/administrators.

#### Test Information

This test assesses aerobic fitness and may be used to obtain an estimate of a candidate’s VO2 max. It is a maximal test and unlike the Cooper test, candidates cannot dictate their pace and must drop out when they cannot keep up with the beeps.

#### Test Protocol

- Ensure you are in good health prior to undertaking the test.
- Explain the test procedure and complete a warm up.
- Stand behind the start line and when instructed run continuously between two lines 20 metres apart, in time to a recorded beep which sounds every lap (1 length = a lap).
- The pace of running is dictated by the frequency of the beeps which increases every minute (level). If the line **is reached** before the beep, wait until it sounds before continuing. After every minute/level the beeps will quicken meaning you have to increase your running speed.
- If the line is not reached before the beep you must complete that lap and return to the required pace within two laps. The test is stopped if you fail to reach the line before the beep for two consecutive ends **after** a warning.
- If there are more than two persons in a single test an administrator is required for each candidate to ensure accurate recording of performance.

#### Scoring

- Your score is the level and number of laps (20m) reached **before** you are unable to keep up with the beep.
- Record the last level completed (**not necessarily the level at which you stop**).
- The table below converts levels reached into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### Multi Stage Fitness Test (Bleep Test) Mark Scale for Physical Fitness Demands

	Marks	1	2	3	4	5	6	7	8	9	10
<b>Boys</b>	Level	6.8-7.3	7.4-7.9	8.0-8.4	8.5-8.9	9.0-9.4	9.5-9.9	9.10-10.3	10.4-10.8	10.9-11.3	11.4-11.8
	Lap	49-53	54-59	60-64	65-69	70-74	75-79	80-84	85-89	90-95	96-100
<b>Girls</b>	Level	5.8-6.3	6.4-6.8	7.0-7.4	7.5-7.9	8.0-8.4	8.5-8.9	9.0-9.4	9.5-9.9	10.0-10.4	10.5-10.9
	Lap	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-85	86-90

## Cooper Test (12 minute run)

### Equipment

- Measured distance
- Stopwatch
- Whistle
- Assistant

### Test Information

This test assesses aerobic fitness and may be used to obtain an estimate of a candidate's VO<sub>2</sub> max. The Cooper test is a sub-maximal test, i.e. unlike the multistage fitness test (bleep test); you can set your own pace and must continue for 12 minutes.

### Test Protocol

- Explain the test procedure and complete a warm up.
- A 'lap' should be at least 200m long and marked into 10m intervals.
- When instructed start the test and run at your optimal speed.
- The administrator must keep you informed of the time remaining at the end of each lap
- Run as far as possible in 12 minutes.
- Your partner must record the distance you travel to the nearest 10 metres.
- The administrator must clearly signal the end of the test after 12 minutes.

### Scoring

- Your score is the metres travelled in 12 minutes.
- The table below converts metres travelled into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### Cooper Test (12 minute run) Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys Metres	2100 - 2149	2150- 2199	2200- 2249	2250- 2299	2300- 2399	2400- 2499	2500- 2650	2651- 2799	2800- 2900	2901- 3000
Girls Metres	1500- 1549	1550- 1599	1600- 1699	1700- 1799	1800- 1899	1900- 1999	2000- 2099	2100- 2199	2200- 2299	2300- 2400

## 2 60 Second Sit-Up Test

### Equipment

- Non-slip surface/mat
- Stopwatch

### Test Information

This test assesses local muscular strength and endurance in the abdominal muscles.

### Test Protocol

- Explain the test procedure and complete a warm up.
- Demonstrate the correct technique for a single sit-up repetition.
- Assume the start position by lying on a mat, face up (supine) with knees bent at 90 degrees.
- Feet must be in contact with the ground (**not held or fixed in any way**).
- Arms, palms and fingers fully extended with palms resting on your thighs.
- Just before you start tighten your abdominal muscles and flatten your back against the mat.
- On the command 'go' raise your back off the mat, keep your chin off your chest.
- Keep your hips and shoulders aligned (i.e. rigid trunk).
- Slide your palms forwards until they cover your kneecaps.
- Return to the starting position in a controlled manner. This counts as one sit-up.
- The administrator should count 'one, two etc.' each time you return to the start position i.e. lying flat on your back, if you use correct technique throughout.
- Perform your maximum number of sit-ups in 60 seconds without stopping.
- A repetition is **not counted** if any of the following occurs:
  1. Palms do not reach the knee caps.
  2. Either foot is lifted off the ground;
  3. The upper back does not return to the start position, touching the mat;
  4. There is an obvious loss of technique e.g. hip/shoulder alignment lost.

### Scoring

- Your score is the number of sit-ups correctly completed in 60 seconds or sooner if you stop.
- The table below converts the number of sit-ups correctly completed into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### 60 Second Sit-Up Test Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys Repetitions	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Girls Repetitions	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40

## 4 60 Second Press-Up Test

### Equipment

- Non-slip surface/mat
- Stopwatch

### Test Information

This test assesses local muscular strength and endurance in the upper body. Female candidates with less relative strength in the upper body can use the **modified press up** for this test.

### Test Protocol

- Set up the test and explain the test procedure.
- Complete a warm up and demonstrate the correct technique for a single press-up.
- The administrator must count 'one, two etc.' each time you return to the start position with correct technique throughout.
- Perform the maximum number of press-ups continuously and without stopping in 60 seconds.
- A repetition is not counted if any of the following occurs:
  1. Arms not bent to 90 degrees;
  2. Chest touches the floor.
  3. Knee (for full press up) touches the floor.
  4. Hips drop or there is a loss of technique e.g. ankle to shoulder alignment.

### Full Press-up

- Start face down, hands under shoulders, arms straight, shoulders, hips and ankles aligned with only toes and hands touching the floor.
- On the command 'go', bend your arms to lower your body, keep shoulders, hips and ankles aligned (rigid core and legs) until elbows reach 90°.
- Extend your arms to return to the start position.

### Modified Press-up

- Start face down, hands under shoulders, arms straight, shoulders, hips and knees aligned (rigid core and legs) and knees on the floor.
- On the command 'go', bend your arms to lower your body, keep hips shoulders and knees aligned until your elbows reach 90°.
- Extend your arms to return to the start position.

### Scoring

- Your score is the number of press-ups correctly completed in 60 seconds or sooner if you stop.
- The table below converts the number of sit-ups correctly completed into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### 60 Second Full and Modified Press-Up Test Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys Repetitions	10-14	15-19	20-24	25-29	30-34	35-39	40-42	43-45	46-47	48-50
Girls Repetitions	3-5	6-8	9-11	12-14	15-18	19-21	22-25	26-27	28-30	31-32
Girls Mod Repetitions	20-24	25-29	30-34	35-39	40-42	43-45	46-47	48-50		

## 5 Sit and Reach Test

### Equipment

- Sit and Reach box (including bar/ruler) with foot plate/toeline set at 15cms

### Test information

This test assesses flexibility of the legs and lower back.

### Test Protocol

- Set up the test and explain the test procedure.
- Complete a warm up and demonstrate the correct technique for a single attempt.
- Ensure the sit and reach box is securely placed against a wall.
- Remove your shoes, sit down, fully extend your legs and place your feet flat against the box.
- A helper must hold your knees to stop them bending during the test.
- You must bend at the waist and reach forward as far as possible sliding your hands side by side to push the rule/bar forward with the tips of your fingers.
- The stretch should be performed slowly and progressively without any bounce or knee lift.
- With hands and fingers fully extended, the 'score' is taken after a two second hold.
- Take the test twice and the best score counts.

### Scoring

Your score is the distance stretched in centimetres. The table below converts the distance reached correctly into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### Sit and Reach Test Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys (cms)	0-2	3-5	6-7	8-10	11-12	13-15	16-17	18-20	21-22	23-25
Girls (cms)	0-4	5-9	10-12	13-15	16-18	19-21	22-24	25-26	27-29	30-32

## 6 Grip Strength Test

### Equipment

- Handgrip dynamometer

### Test Information

This test assesses the maximum isometric strength of the hand and forearm.

### Test Protocol

- Ensure the dynamometer is functioning correctly and is set to zero.
- Set up the test and explain the test procedure.
- Complete a warm up and demonstrate the correct technique for a single attempt.
- Ensure your hand is not damp or sweaty.
- Set the dynamometer to zero and hold it in line with the forearm, hanging down at your side and facing away from your leg, do not bend your wrist.
- The dynamometer must not touch the body or leg.
- Squeeze as hard as possible without jerking or swinging the dynamometer.
- After a short rest reset the dynamometer and make a second attempt with the same hand.
- Two attempts are allowed with the other hand.
- Your score is the highest reading.

### Scoring:

- Your score is the best score from **four** attempts (two preferred and non-preferred hand) in kg.
- The table below converts the load reached into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### Grip Strength Test Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys (kgs)	23-25.9	26-28.9	29-32.9	33-35.9	36-38.9	39-40.9	41-42.9	43-45.9	46-47.9	48-50
Girls (kgs)	10-12.9	13-15.9	16-17.9	18-19.9	20-22.9	23-24.9	25-26.9	27-29.9	30-33.9	34-36

## 7 Standing Broad Jump

Also known as the Standing Long Jump Test.

### Equipment

- Calibrated landing mat
- Measuring tape

### Test Information

This test assesses the explosive strength of the legs.

### Test Protocol

- Set up the test and explain the test procedure.
- Complete a warm up and demonstrate the correct technique for a single attempt.
- Ensure that the mat is securely positioned on a non-slippery surface.
- Allow adequate space for falling forward after jumping.
- Stand at the 1m or 2m take-off line as appropriate with feet together and toes just behind the line.
- Bend your knees and swing both arms backwards and then forwards to take off and jump.
- You should land with your feet together and fall forwards.
- Measure the distance from the take off line to the back of the heel nearest the take-off line.
- Take a second jump after a brief pause. A further attempt is allowed if you fall backwards and touch the mat on landing with any body part other than the feet.
- Take the test twice and the best score counts.

### Scoring:

- Your score is the distance in cm from take-off line to nearest heel.
- The table below converts the distance jumped into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### Standing Broad Jump Test Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys (cms)	130-139	140-149	150-159	160-169	170-179	180-189	190-204	205-218	219-226	227-234
Girls (cms)	104-114	115-124	125-140	141-154	155-162	163-170	171-177	178-184	185-187	188-190

## 8 Speed and Agility Test

Agility is an important component of many team sports, and the Speed and Agility test is a commonly used test of agility in sports.

### Equipment

- Flat non-slip surface
- Measuring tape
- Sticky tape to mark start and finish lines
- 8 marking cones at least 50cm tall
- Stopwatch

### Test Information

This test assesses speed and agility i.e. the ability to turn in different directions at speed. Choice of footwear and surface of area can effect times greatly. The test cannot distinguish between left and right turning ability. The start and finish sides can be swapped so that the turning direction is reversed.

### Test Protocol

- Set up the test and explain the test procedure
- The course length is 10m and the width (distance between the start and finish points) is 5m.
- Eight 50cm high cones must mark the start, finish, two turning points and the centre line route.
- The centre line cones are spaced 3.3 metres apart (see diagram below).
- Complete a warm up and demonstrate the correct technique.
- Start position: face down with your head on the start line and hands by your shoulders.
- On the command 'go', the administrator starts the stopwatch and you must run around the course in the direction indicated without touching or stepping over the cones.
- The test finishes when one foot is grounded over the finish line.

### Scoring

- Your score is the time in seconds (to one decimal place) that it takes to complete the course correctly.
- The table below converts the time taken into marks for use in the assessment of **Physical Fitness Demands** (max 10 marks).

### Speed and Agility Test Mark Scale for Physical Fitness Demands

Marks	1	2	3	4	5	6	7	8	9	10
Boys (secs)	24-23	22.9-22.8	22.7-21.9	21.8-21.2	21.1-20.3	20.2-19.6	19.5-18.8	18.7-18	17.9-17.1	17-16.5
Girls (secs)	27-26.1	26.0-25.0	24.9-24.2	24.1-23.5	23.4-22.5	22.4-21.4	21.3-20.4	20.3-19.3	19.2-18.8	18.7-18.2



## Gaelic Football

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

Gaining Possession

- Catching: low on chest, overhead.

Maintaining Possession:

- Solo-run: side step.
- Hop the ball.
- Pick up.

Releasing Possession:

- Kicking: punt, drop kick, free kick.
- Passing: kick, hand, fist.

Contesting Possession:

- Tackling: blocking, shoulder.

Shooting

- Shooting: right and left foot.

Goal Keeping.

- Place kicking.
- Shot stopping.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Play in a full game lasting a minimum of 30 minutes.

## Golf

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

- Preparation and course management
  - Club selection in the following situations, appropriate to the lie and distance to the target.
  - On the tee.
  - On the fairway.
  - In the rough.
  - With awkward lies.
  - In bunkers.
  - Around the greens.
  - On the green.
  - Address: grip; aim; posture; alignment; stance width; ball position.

### Ball Striking

- Swing: swing plane; speed of swing; club face alignment; follow through.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches. Centres are required to provide signed competition cards as evidence of the standard of play.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Demonstrate a range of skills in an appropriate environment.

## Gymnastics

Candidates must be able to perform:

**Strategic and Compositional Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance e.g. clear start and finish; changes in level; special awareness; effective choreography.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances in appropriate gymnastic routines:

**Forward Rolling:** To squat; to stand; to straddle stand; and forward dive roll.

**Backward Rolling:** To stand; to astride; and backward roll through handstand.

**Handstand:** With support; and handstand into forward roll; progression to handspring.

**Over-Swings:** Back lying, raise to bridge; hand, drop into bridge; handstand, through bridge stand; and handspring.

**Lateral Movements:** Cartwheel; two cartwheels; one handed cartwheel; and arab-spring or found off.

**Headstands:** With knees bent; with straight legs; and head spring on the floor.

**Flic-flacs:** Flic-flac and walkovers.

**On/off Work:** Squat on; squat through; squat on, jump off with straight body; squat on, jump off with legs astride; squat on, jump off in tuck position; and jumping on the floor.

**Straddle Work:** Leapfrog; straddle over box broadways; and straddle over box lengthways.

**Over-swing Work:** Headspring from standing position on box; bent arm over-swing; and handspring.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform skills effectively and efficiently e.g. maintain posture, strength and extension throughout a 90 second routine.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club competitions.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Perform one repeatable sequence of gymnastic actions with or without accompaniment and with or without the use of apparatus (fixed or free).
- Use the list of combinations below to assist in their composition. The sequence should best display their range and level of skill and may be performed as an individual, pair or part of a group and last at least 90 seconds.

Options for performance at Requirements for Moderation:

1. Link a combination of agilities, turns leaps and travel to compose an original sequence on the floor or with the use of apparatus;
2. Use movement awareness themes, e.g. transference of weight, symmetry and asymmetry, curling and stretching, flight and mirroring may be used to enhance a gymnastics sequence;
3. Use free apparatus, e.g. club, ball, hoop, rope, or ribbon may be the focus and increase the level of difficulty of a gymnastics sequence;
4. Use fixed apparatus, e.g. high bar, beam, parallel bars may be the focus and increase the level of difficulty of a gymnastics sequence; and
5. Use vaulting to demonstrate changing body shape, rotation and twisting.

## **Handball**

**Including: Irish Handball (four walls or one wall); Olympic Handball.**

### **Irish Handball**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances in singles games of handball with increasingly demanding situations, including: structured practices, and competitive games:

- Hand position: cupped/fist shot.
- Footwork.
- Body positioning.
- Swing.
- Forehand drive.
- Forehand lob (floating service).
- Drop.
- Lob.
- Overhand stroke: both dominant; non-dominant hands.
- Sidearm stroke.
- Serve/serve return.
- Volley.

### **Olympic Handball**

#### Outfield

- Passing: shoulder, cross body, side wrist, bounce, underhand, drop, feint.
- Receiving: one and two handed catch, intercepting.
- Shooting: shoulder, jump, 6 metre jump/break, fall, drive, low, side, hip, penalty, reverse (both hands).
- Moving with the ball.
- Jockeying/marketing.

#### Goalkeeping

- Blocking.
- Catching the ball.
- Killing the ball.
- Passing/throwing.
- Positioning and narrowing angles.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.

**Irish Handball:** Play a singles game and keep the score.

**Olympic Handball:** Play two fifteen minute matches.

## Hillwalking

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills:

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including; structured practices and an expedition:

Demonstrate the range of skills needed within hill walking as an individual and as part of a group:

- Planning a route.
- Selecting clothing and equipment (including safety equipment).
- Packing and carrying a rucksack.
- Navigation skills:
  - Grid references.
  - Setting the map with compass needle or features.
  - Basic contour interpretation; recognition of ring contours, saddles/cols, spur, ridge, valley.
  - Scale and measuring distance.
  - Pacing and timing.
  - Strategies - handrailing, tick off features, catching features, attack point, aiming off.
  - Take a bearing.
  - Walk on a bearing.
- Weather - how it affects the hills and your plan.
- Environmental knowledge, minimising impact - Leave No Trace.
- Meal planning for expedition.
- Camp craft: site selection, pitching a tent, lighting a stove, cooking and cleaning.
- Mountain hazards and emergency procedures.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** show clear awareness and understanding of rules and or guidelines to ensure safe enjoyable practice and adhere to these to ensure health and safety.

**Requirements for Assessment:** Candidates must be continuously assessed in practice and in preparation, planning and completion of an overnight expedition.

### Requirements for Moderation

Candidates should:

- Show evidence of considered safe and competent performance.
- Dress code and selection of equipment should be appropriate to hill walking and prevailing weather conditions.
- Display an appropriate level of fitness.
- Show some of the skills listed above which can be effectively assessed in the school environment.

## Hockey

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

- Preparation: use of the stick – grip, movement of hands; positional roles.
- Passing: flick, drive, push, scoop, reverse stick, hit-on, ‘slap-hit’ on astro surface.
- Receiving: grip, body position, stopping the ball from the front, side and rear, taking a ball on the move.
- Dribbling: grip, body positions – push, tap, Indian.
- Tackling: block, jab, reverse; dummy; channelling; shadowing, pull back and touch stop, bully.
- Attacking: stick side, non-stick side; shooting; forward line, penalty corner, long corner, penalty run in;
- Goalkeeping: kicking and blocking; use of pads, stick and hands; positioning and narrowing the angle.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in Hockey.
- Play in a game lasting a minimum of 30 minutes.

## Hurling

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

- Gaining possession: stopping a ground ball; controlling a moving ball; blocking a ball overhead; chest catch; the jab lift; the roll lift; overhead catch.
- Maintaining possession: dribble; solo.
- Releasing possession: strike on the ground; strike on the run; doubling back; strike from the hand; overhead strike; hand pass.
- Contesting possession: frontal block; hook; shoulder clash; frontal ground block; ground flick; and batting a ball overhead.
- Goalkeeping.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety e.g. helmets and mouth guards are mandatory.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and matches:

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates must:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in Hurling or Camogie.
- Participate in a game for 30 minutes.

## Ice Hockey

Candidates must be able to:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance. Evidence should include the following:

- Defensive positioning;
- Net minding;
- Breakout and regroup;
- Body checking;
- Offensive positioning;
- Scrimmages;
- Power plays;
- Face-offs;

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations including structured practices and full-sided games:

- Skating:
  - Appropriate forward stride
  - Hockey stops
  - Tight turns
  - Crossovers (forwards and backwards)
  - Backwards skating (C-cuts)
  - Edge control (inside and outside)
- Passing:
  - Forehand passing
  - Backhand passing
  - Saucer passing
  - Accepting hard passes
- Shooting:
  - Wrist shot
  - Snap shot
  - Slap shot
  - Quick release
  - Backhand shot
  - Shooting hard
  - Shooting for corners

**Physical Fitness Demands:** Demonstrate the fitness levels needed to perform consistently, efficiently and effectively in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be assessed continuously in practice and in club competitions.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for Ice Hockey.
- Participate in a game for 30 minutes.

## **Ice Skating including Figure skating - solo or pairs; Ice dance – solo or pairs; Speed skating;**

Candidates must be able to:

**Strategic and Tactical Principles:** Use a wide range of compositional principles to control situations and be creative. Evidence should include the following:

- Performance of a sequence showing linked steps and transitions;
- Sound basic skating with flow between elements;
- Interpretation of music evident from movement and clothing;

### **Range of Skills**

Consistently demonstrate wide range of the skills consistently, efficiently, effectively and with sound technique. Evidence should include the following:

- Steps including: three turns; mohawks (open or closed); twizzels.
- Transitions including: drags; spirals; teapot.
- Jumps (figure/solo/pairs) including: three jump; salchow; toe loop.
- Spins (figure/dance/solo/pairs) including: upright; sit parallel; (with variations to show stand.

**Physical Fitness Demands:** Demonstrate the fitness levels needed to skate/dance consistently, efficiently and effectively and be able to maintain good posture and necessary speed throughout a 90 sec routine.

**Attitudes and Behaviours:** Maintain consistently the desirable attitudes and behaviours that are positively competitive, aim to improve performance and demonstrate fair play. Evidence should include the following:

- Maintaining focus throughout a warm up and lesson or training session lasting at least 30 minutes;
- Dedication to practice;
- Evidence of understanding of appropriate etiquette in competitive situations;

**Rules and Health and Safety:** Show clear awareness and understanding of rules and safe practice and adhere to these to ensure fair play, health and safety. Evidence should include the following:

- Total concentration and awareness of others on the ice.
- Show respect for other performers and adopt 'S.L.A.P'. Smart; Legal; Alert; Polite; on the ice. (See p459 afPE; Safe Practice in PE).

### **Requirements for Assessment**

Candidates must be assessed continuously in practice and in intra or inter school or club competitions.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for their chosen discipline.
- Perform a routine (solo or pairs) lasting at least 90 secs and including the following:
  - A sequence of steps covering at least 70% of the ice including a three turns; a mohawk (open or closed) and a twizzle.
  - Transitions including: a drag a spiral and a teapot;
  - Jumps (figure/solo/pairs) including: three jump; salchow; toe loop;
  - Spins (figure/dance/solo/pairs) including: upright;

## Lifesaving

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

- The emergency action model; rescue priorities; taking control; making emergency calls.
- Multiple rescues involving at least 2 casualties – conscious and unconscious.
- Aftercare Following a Rescue.
- Introduction to first aid: Basic first aid techniques: wound dressing; bandaging; arm sling.
- Medical conditions and injuries including: pulse check; asthma; epilepsy; bleeding; cuts and grazes; shock; hypothermia; bone fractures; heart attack.
- Casualty assessment.
- Show how the skills selected can be adapted to meet the needs of a rescue situation, e.g. decision making; type of approach; contact skills.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and simulated emergency situations:

- Entry procedures including slide-in entry; straddle entry; step-in entry.
- Reaching, throwing and wading rescues.
- Lifesaving Rescue Techniques; shout and signal rescue; accompanied rescue.
- Strokes: front crawl head up/down; side strokes, life-saving backstroke.
- Tows: tow with an aid; tow; extended arm tow; clothing tow; chin tow; cross chest tow.
- Defences: defensive stand-off position; defensive reverse; defensive block.
- Supporting casualty in water; turning unconscious casualty; with/without a firm support.
- In water rescue breathing including straight approach and turn approach.
- Surface dives and recovering the casualty: extended feet first and head first surface dives.
- Recovering a casualty (manikin) from the water bed (1.5m depth).
- Basic principles of aquatic spinal injury management: head splint; turning suspected spinal injury casualty.
- Landing the Casualty including: assisted walk and lift; stirrup lift.
- CPR Skills including: chest compressions for adults and children; turning casualty onto their back; recovery position; action for vomiting, choking, back slaps and abdominal thrusts; loss of consciousness; unconscious breathing casualty.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

- The lifesaver's internal response to an emergency.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure health and safety.

- Safety at Swimming Pools.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in appropriately safe conditions and situations for example: in a swimming pool, open water or sea.

**Appropriately qualified and able adult supervision is essential at all times.**

### **Requirements for Moderation**

- Demonstrate a thorough and specific warm-up which must include the 3 skills tasks detailed below with an appropriate incline of difficulty in a safe environment. (note: clothing required)
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for life saving.
- Execute one unknown stage incident (see below) determined in consultation with the moderator, the teacher and the non-centre activity assessor where applicable.

Candidates will be required to complete the following warm up, tasks and scenario wearing shorts and a t-shirt ('skins' or similar tight fitting clothing are not allowed).

### **Warm up**

100m steady swim (not timed)

### **Skills Tasks (with rests between tasks)**

1. Swim 10m and perform a head first surface dive to 1.5m to recover a 'casualty' (manikin).
2. Demonstrate shallow water recovery of a conscious casualty: using throw, reach, and wade techniques.
3. Swim 20m then tow conscious casualty 20m in less than 66secs and recover to poolside.

### **Scenario (continuous)**

Unknown staged incident with more than one casualty in a swimming pool. Candidates will also be expected to manage casualties suffering from: hypothermia or cramp or an asthma attack or shock.

(Key resource: Survive & Save programme. RLSS. The Medallion Lifesaving Awards – Candidate manual)

## **Martial Art – Fencing**

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance. Candidates must be able to demonstrate understanding of the following:

- Preparatory actions and their use.
- Parries: sixte; quarte; octave; septime; counter quarte; circular sixte; direct, indirect and counter riposte.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

- On guard and holding the weapon.
- Stepping forwards and backwards.
- Preparations.
- Lunge and recovery.
- Simple and compound attacks.
- Parries.
- Direct and indirect ripostes.

**Physical Fitness Demands:** Demonstrate appropriate levels and types of fitness to perform effectively and efficiently in a competitive situation.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

- Players should demonstrate knowledge, understanding and practise the code of conduct as set out by Britain and Northern Ireland Fencing.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these in preparation; practice and competition to ensure fair play, health and safety, are assured.

### **Requirements for Assessment**

Candidates must be assessed continuously in practice and in intra or inter club competitions.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for Fencing.
- Demonstrate a range of skills in an appropriate environment in a competitive bout against a suitable opponent.

## Martial Arts – Judo

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

Ukemi-waza (breakfalling techniques)

- Ushiro Ukemi (Rear breakfall).
- Yoko Ukemi (Side breakfall).
- Mawari Ukemi (Rolling breakfall).

Nage-Waza (throwing techniques)

- Osoto-otoshi (Major outer drop).
- De-ashi-barai (Advancing foot sweep).
- Uki-goshi (Floating hip throw).
- O-goshi (Major hip throw).
- Tai-otoshi (Hand throw body drop).
- Ippon-seio-nage (One arm shoulder throw).
- O-soto-gari (Major outer reaping throw).
- O-uchi-gari (Major inner reaping throw).
- Ko-uchi-gari (Minor inner reaping throw).
- Harai-goshi (Sweeping hip throw).

Ne-waza (groundwork techniques)

- Kesa-gatame (Scarf hold).
- Kuzure-kesa-gatame (Broken scarf hold).
- Kami-shiho-gatame (Upper four quarters hold).
- Yoko-shiho-gatame (Side four quarters hold).
- Tate-shio-gatame (Lengthwise four quarters hold).
- Escape from kesa-gatame by trapping leg.
- Escape from kuzure-kesa-gatame by 'sit-up and push.
- Opponent on all fours turn over into kesa-gatame.
- Opponent prone- turn over into Yoko-shiho-gatame.
- Escape into kesa-gatame from between opponents legs.

Renzoku-waza (Combination techniques in same direction)

- O-goshi to Uki-goshi.
- Ko-uchi-gari to O-uch-gari.

Renraku-waza (Combinations in opposite direction)

- Ko-uchi-gari to Tai-otoshi.
- O-goshi to O-uch-gari

Kaeshi-waza (Counter techniques)

- Any appropriate counter techniques to the Nage-waza techniques.

Randori (Informal free practice)

- Candidates should be able to perform Randori for three minutes (without resting), changing opponent every minute and showing attempts to score points in each bout.

**Physical Fitness Demands:** Demonstrate appropriate strength; power; flexibility and cardiovascular endurance to perform effectively and efficiently in Randori (see above) and competitions.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. Players should demonstrate the bowing procedure for Tachei-rei and Za-rei (standing and kneeling);

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these in preparation; practice and competition to ensure fair play, health and safety, are assured.

### **Requirements for Assessment**

Candidates must be assessed continuously in practice and in intra or inter club competitions.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for Judo.
- Demonstrate a range of skills in an appropriate environment in a competitive bout against a suitable opponent including performing Randori for three minutes (without resting), changing opponent every minute and showing attempts to score points in each bout.
- Perform ukemi-waza; nage-waza and ne-waza (break falls, throws and groundwork techniques), static and moving left and right, culminating in demonstration of a competitive sequence to include the following transitions:
  - Throw into ground work.
  - Two combination throws into ground work.

## Martial Arts - Ju-Jitsu

Candidates must be assessed in the following areas:-

**Strategic and Tactical Principles:** nUse appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and examination:

White belt skills:

1. Breakfall - Left, right, front, rolling, back, back rolling
2. Escape from strangle
3. Kicks - Jumping front, side, roundhouse
4. Basic blocks
5. Kata

Yellow belt skills:

1. Hip throw – crossover arm lock
2. Defence against kicks to the head
3. 'X' block knee and elbow
4. Cross block, back fist, knee and elbow
5. Breaking ground strangle and defence
6. Reclining leg throw
7. Straight arm lock
8. Hair grab defence
9. Shoulder lock
10. Kata

Orange belt skills

1. Body drop
2. Half shoulder
3. Leg throw
4. Back hammer lock
5. Rice bale throw
6. Inside hock
7. Defending and attacking sweeping loin
8. Stamp throw
9. Kata(novice)

Green belt skills

1. Crab claw scissor throw
2. Escape from being held over and under the arms
3. Full nelson escape
4. Half nelson escape
5. Front scissor throw
6. Knee wheel
7. Basic strikes
8. Shoulder arm lock
9. Outside hock

Candidates should be able to perform the techniques listed above in a safe, effective and efficient manner. Correct posture and good balance must be maintained throughout the technique. Each technique should be performed to a high standard at a reasonable speed, be realistic and with control.

Candidates should also be capable of performing back to back wrestling, again with control and accuracy. Candidates must demonstrate their ability to defend themselves while simultaneously performing attacking techniques with the aim of submitting their opponent.

**Physical Fitness Demands:** Demonstrate appropriate strength, balance, power; flexibility and cardiovascular endurance to perform effectively and efficiently in class, examination and competitions.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. Candidates should demonstrate courtesy and respect to fellow candidates, opponents, coaches, and examiners. Before participating in class, examination or competition, each candidate must show respect by bowing to their peers and colleagues.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these in preparation; practice and competition to ensure fair play and health and safety, are paramount.

### **Requirements for Assessment**

Candidates must be assessed continuously in practice at their training centre and through examinations by a qualified examiner

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate increase in difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable. The colour of belt the candidate will wear will identify the skill level previously assessed by a qualified Ju Jitsu examiner.
- Display an appropriate level of fitness for Ju Jitsu.
- Demonstrate a range of Skills in all aspects of Ju-Jitsu training – Stances, Blocking, Punching, Kicking, Striking, throwing, grappling, Self Defence Drills.
- Demonstrate a range of skills in an appropriate environment.
- Perform, to a reasonable level, the list of techniques shown above (or equivalent) where the degree of difficulty increases from beginner level upwards.

## Martial Arts – Karate

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate techniques and tactics to facilitate efficient and effective performance;

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

8th kyu-white belt skills:

- |                                   |                                        |
|-----------------------------------|----------------------------------------|
| 1. Junzuki turn jodan uke         | (front punch turn head block)          |
| 2. Gyakuzuki turn gedan barai     | (reverse punch turn lower block)       |
| 3. Maegeri                        | (front kick)                           |
| 4. Surikomi maegeri               | (one step front kick)                  |
| 5. Maegeri tobikomizuki gyakuzuki | (front kick lunge punch reverse punch) |
| 6. Soto uke gyakuzuki             | (outer block reverse punch)            |
| 7. Uchi uke gyakuzuki             | (inner block reverse punch)            |
| 8. Gedan barai gyakuzuki          | (lower block reverse punch)            |
| 9. Jodan uke nihonzuki            | (head block double punch)              |

7th kyu-Yellow belt skills:

- |                                   |                                               |
|-----------------------------------|-----------------------------------------------|
| 1. Junzuki (chudan + jodan)       | (front punch (mid-section + upper-section))   |
| 2. Gyakuzuki (chudan + jodan)     | (reverse punch (mid-section + upper-section)) |
| 3. Maegeri tobikomizuki gyakuzuki | (front kick lunge punch reverse punch)        |
| 4. Mawashigeri gyakuzuki          | (round kick reverse punch)                    |
| 5. Maegeri mawashigeri gyakuzuki  | (front kick round kick reverse punch)         |
| 6. Surikomi mawashigeri gyakuzuki | (one step round kick reverse punch)           |
| 7. Soto uke/gedan barai gyakuzuki | (outer block lower block reverse punch)       |
| 8. Uchi uke/jodan uke gyakuzuki   | (inner block head block reverse punch)        |
| 9. Pinan nidan                    | (kata)                                        |

6th kyu-orange belt skills

- |                                |                                          |
|--------------------------------|------------------------------------------|
| 1. Junzuki & kette junzuki     | (front punch & front punch and kick)     |
| 2. Gyakuzuki & kette gyakuzuki | (reverse punch & reverse punch and kick) |
| 3. Mawashigeri gyakuzuki       | (round kick reverse punch)               |
| 4. Yokogeri gyakuzuki          | (side kick reverse punch)                |
| 5. Maegeri yokogeri gyakuzuki  | (front kick side kick reverse punch)     |
| 6. Surikomi yokogeri gyakuzuki | (one step side kick reverse punch)       |

Defences against:

- |                      |                             |
|----------------------|-----------------------------|
| Maegeri              | (front kick)                |
| Mawashigeri          | (round kick)                |
| Jodanzuki            | (front punch (head height)) |
| Chudanzuki or        | (mid-section punch)         |
| Jiyu kumite          | (free fighting)             |
| Pinan nidan & shodan | (kata)                      |

5th kyu-green belt

1. Kette junzuki (jodan-chudan) (front punch/front punch & kick head & mid-section)
2. Kette gyakuzuki (jodan-chudan) (reverse punch/reverse punch & kick head & mid-section)
3. Maegeri gyakuzuki (front kick and reverse punch)
4. Mawashigeri gyakuzuki (round kick and reverse punch)
5. Yokogeri gyakuzuki (side kick and reverse punch)
6. Mawashiuchi gyakuzuki (hook kick and reverse punch)
7. Mawashigeri surikomi mawashiuchi gyakuzuki (round kick one step hook kick and reverse punch)
8. Maegeri mawashigeri yokogeri uraken gyakuzuki (front kick round kick side kick back fist and reverse punch)

Defences against:

- Pinan shodan & sandan (kata)  
Jiyu kumite (free fighting)

Candidates should be able to perform the patterns listed above (or equivalent fundamental sequences) depicting various fundamental movements representing attack or defence techniques set in a fixed and logical sequence. These patterns should begin and end at the same spot. Correct posture and good balance must be maintained throughout the pattern. The exercise should be performed in a rhythmic, relaxed yet powerful movement. All candidates should know the purpose of each movement which should be performed in a realistic manner.

Candidates should be able to perform Sparring Routines with controlled accuracy and force without deliberately striking their opponent. In 'Free Sparring' candidates must demonstrate their ability to defend themselves while simultaneously performing attacking techniques from a safe distance with the aim of there being 'no contact' with their opponent. Scores are given to powerful but 'no contact' techniques aimed at the front and side of their opponents head and body. No score is given to any technique aimed below belt level.

Candidates should be able to perform Self Defence techniques in a controlled manner avoiding injury to their opponent.

**Physical Fitness Demands:** Demonstrate appropriate strength, balance, power; flexibility and cardiovascular endurance to perform effectively and efficiently in class, examination and competitions.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. Candidates should demonstrate courtesy and respect to fellow candidates, opponents, coaches, and examiners. Before participating in class, examination or competition, each candidate must show respect by bowing to their peers and colleagues.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these in preparation; practice and competition to ensure fair play, health and safety, are assured.

### **Requirements for Assessment**

Candidates must be assessed continuously in practice at their training centre (dojo) and in intra or inter club competitions and examinations.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate increase in difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable. The colour of belt the candidate will wear will identify the skill level previously assessed by a qualified Karate examiner.
- Display an appropriate level of fitness for Karate.
- Demonstrate a range of Skills in all aspects of Karate training – Stances, Blocking, Punching, Kicking, Striking, Thrusting, Self Defence and Sparring Drills.
- Demonstrate a range of skills in an appropriate environment (club meeting or competition) in a competitive bout against a suitable opponent.
- Perform, to a reasonable level, the list of patterns shown above (or equivalent) where the degree of difficulty increases from beginner level upwards

## **Martial Arts - Kickboxing.**

Candidates must be assessed in the following areas:

### **Strategic and Tactical Principles:**

Use appropriate techniques and tactics to facilitate efficient and effective performance.

### **Range of skills:**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including structured practices and competition:

#### **Basic Punches including:**

- Jab
- Reverse punch
- Back fist
- Ridge-hand
- Upper-cut left/right
- Left/right hook
- Jumping-back fist
- Ridge-hand and back fist
- Elbow strikes

#### **Basic Kicks including:**

- Front kick
- Back kick
- Turning kick/roundhouse kick
- Side kick
- Hooking kick
- Downward/Axe kick
- Back piercing/spinning kick

#### **Basic Blocks including:**

- Front block
- Middle block
- Low block
- Head block
- Stomach block
- Knee block
- Elbow block

#### **Pad Work including:**

- Front Punch
- Side-fist punch
- Ridge-hand strike
- Elbow strike
- Front kick
- Side kick
- Turning/roundhouse kick
- Hooking kick
- Spinning kicks (Spinning back kick/Spinning hook kick/Spinning side kick)
- Jumping kicks (Jumping front kick/Jumping side kick/Jumping hook kick)
- Combinations (Punching techniques/Kicking techniques/Punch & Kick techniques)

Candidates should be able to perform Sparring Routines with controlled accuracy and force without deliberately striking their opponent. In **'Free Sparring'** candidates must demonstrate their ability to defend themselves while simultaneously performing attacking techniques from a safe distance with the aim of there being **'No Contact'** with their opponent. Scores are given to powerful but **'No Contact'** techniques aimed at the front and side of their opponent's head and body. Obviously, caution must be given to techniques aimed at vital spots on the opponent's head and body.

### **Kickboxing Styles:**

The candidate should demonstrate a knowledge of the various kickboxing styles and their scoring criteria:

- Point sparring
- Light contact
- Full contact
- Muay Thai
- K1

### **Physical Fitness Demands:**

Demonstrate appropriate strength, balance, power, flexibility and cardiovascular endurance to perform effectively and efficiently in class, examination and competitions.

### **Attitudes and Behaviours:**

Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. Students should demonstrate courtesy and respect to fellow students, opponents, coaches, and examiners. Before participating in class, examination or competition, each student must show respect by bowing to their peers and colleagues.

### **Rules and Health and Safety:**

Show clear awareness and understanding of rules/laws and safe practice and adhere to these in preparation; practice and competition to ensure fair play, health and safety, are assured.

### **Requirements for Assessment:**

Candidates must be assessed continuously in practice at their training centre (dojo) and in intra or inter school or club competitions and examinations. Assessors must have

### **Requirements for Moderation:**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate increase in difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable. The colour of belt the student will wear will identify the skill level previously assessed by a qualified Kickboxing examiner.
- Display an appropriate level of fitness.
- Demonstrate a range of Skills in all aspects of Kickboxing training – stances, blocking, punching, kicking, striking and sparring drills, in a competitive bout in an appropriate environment (club meeting or competition) against a suitable opponent.
- Perform the list of drills shown above (or equivalent) to a standard which may, for a top range candidate, be representative of Purple Belt or higher.

## Martial Arts - Taekwon-Do

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate techniques and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices, and competition:

#### Sogi (Stances)

- Charyot Sogi (Attention Stance)
- Narani Sogi (Parallel Stance)
- Annun Sogi (Sitting Stance)
- Gunnun Sogi (Walking Stance)
- Niunja Sogi (L-Stance)
- Gojung Sogi (Fixed Stance)
- Kyocha Sogi (X-Stance)
- Gubyryo Junbi Sogi (Bending Ready Stance)
- Nachuo Sogi (Low Stance)

#### Makgi (Blocking Techniques)

- Chookyo Makgi (Rising Block – Forearm & Knifehand)
- Najunde Makgi (Low Block – Forearm & Knifehand)
- Kaunde An Palmok Makgi (Middle Inner Forearm Block)
- Sonkal Makgi (Knifehand Block – Middle, High, Outward & Inward)
- Hecho Makgi (Wedging Block – Outer Forearm & Knifehand)
- Sang Palmok Makgi (Twin Block – Forearm & Knifehand)
- Doo Palmok Makgi (Double Forearm Block)
- Daebi Makgi (Guarding Block – Forearm & Knifehand)
- Noollo Makgi (Pressing Block – Forearm & Palm)

#### Jirugi (Punching Techniques)

- Ap Joomuk Jirugi (Front Punch – in Parallel, and Sitting)
- Ap Joomuk Jirugi ( Obverse Punch – Walking Stance)
- Bandae Jirugi (Reverse Punch – Walking Stance)
- Doo Jirugi (Double Punch – Normal Speed & Fast Motion)
- Yop Jirugi (Side Punch – L Stance & Fixed Stance)
- Twimyo Jirugi (Flying Punch)
- Giokja Jirugi (Angle Punch)
- Pihamyo Jirugi (Dodging Punch)

#### Chagi (Kicking Techniques)

- Ap Chagi (Front Kick)
- Apcha Olligi ( Front Rising Kick)
- Twimyo Ap Chagi (Flying Front Kick)
- Dollyo Chagi (Turning Kick – Middle & High)
- Yop Chagi (Side Kick – Middle & High)
- Naeryo Chagi (Downward Kick)
- Twimyo Nopi Chagi (Flying High Kick)
- Cha Momchugi (Checking Kick)
- Bandae Dollyo Chagi (Reverse Turning Kick)
- Dwitcha Jirugi (Back Piercing Kick)
- Honap Chagi (Combination Kicking from kicks above))

#### Taerigi (Striking Techniques)

- Sonkal Taerigi (Knifehand Strike – Outward, Inward & Downward)
- Yop Joomuk Taerigi (Side Fist Strike – Outward, Inward & Downward )
- Dung Joomuk Taerigi (Back Fist Strike )
- Ap Palkup Tulgi (Front Elbow Strike)

#### Tulgi (Thrusting Techniques)

- Sun Sonkut Tulgi (Straight Finger Tip Thrust -Walking Stance)
- Opun Sonkut Tulgi (Flat Fingertip Thrust -Walking Stance)
- Dwijibun Sonkut Tulgi (Upset Fingertip Thrust -Walking Stance)
- Sang Yop Palkup Tulgi (Twin Side Elbow Thrust – Close Stance)

#### Tul (Patterns)

- Saju Jirugi (White Belt - Fundamental Exercise)
- Saju Makgi (White Belt - Fundamental Exercise)
- Chon-Ji (Yellow Tag Belt)
- Dan Gun (Yellow Belt)
- Do-San (Green Tag Belt)
- Won-Hyo (Green Belt)
- Yul Gok (Blue Tag Belt)
- Jun-Gun (Blue Belt)
- Toi Gye (Red Tag Belt)
- Hwa-Rang (Red Belt)
- Choong-Moo (Black Tag Belt)
- Kwang Gae (Black Belt)

Candidates should be able to perform the patterns listed above (or equivalent fundamental sequences) depicting various fundamental movements representing attack or defence techniques set in a fixed and logical sequence. These patterns should begin and end at the same spot. Correct posture and good balance must be maintained throughout the pattern. The exercise should be performed in a rhythmic, relaxed yet powerful movement. All candidates should know the purpose of each movement which should be performed in a realistic manner.

### Matsogi (Sparring Techniques)

- Sambo Matsogi (3 Step Sparring)
- Ibo Matsogi (2 Step Sparring)
- Ilbo Matsogi (1 Step Sparring)
- Ban Jayu Matsogi (Pre-Arranged 3 Step Semi Free Sparring)
- Jayu Matsogi (Free Sparring)

Candidates should be able to perform Sparring Routines with controlled accuracy and force without deliberately striking their opponent. In 'Free Sparring' candidates must demonstrate their ability to defend themselves while simultaneously performing attacking techniques from a safe distance with the aim of making 'no contact' with their opponent. Scores are given for powerful but 'no contact' techniques aimed at the front and side of their opponents head and body. No score is given to any technique aimed below belt level.

### Hosin Sul (Self Defence Techniques)

- Release from Wrist Grab
- Release from Clothing Grab
- Release from Throat Choke
- Joint Manipulation – Wrist , Elbow, Shoulder Lock

Candidates should be able to perform self defence techniques in a controlled manner avoiding injury to their opponent.

**Physical Fitness Demands:** Demonstrate appropriate strength, balance, power; flexibility and cardiovascular endurance to perform effectively and efficiently in class, examination and competitions.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. Candidates should demonstrate courtesy and respect to fellow candidates, opponents, coaches, and examiners. Before participating in class, examination or competition, each candidate must show respect by bowing to their peers and colleagues.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these in preparation; practice and competition to ensure fair play, health and safety, are assured.

### Requirements for Assessment

Candidates must be assessed continuously in practice at their training centre (dojang) and in intra or inter school or club competitions and examinations and:

- Demonstrate a range of skills in an appropriate environment (club meeting or competition) in a competitive bout against a suitable opponent.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate increase in difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable. The colour of belt the candidate wears will identify the skill level previously assessed by a qualified Taekwon-Do examiner.
- Display an appropriate level of fitness for Taekwon-Do.
- Demonstrate a range of Skills in all aspects of Taekwon-Do training – Stances, Blocking, Punching, Kicking, Striking, Thrusting, Self Defence and Sparring Drills.
- Perform the list of patterns shown above (or equivalent) where the degree of difficulty increases from beginner level upwards.

## Netball

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

#### Passing

- Footwork on the ball: 1:2 landing, turning away from play, turning into play; split landing.
- Free pass; shoulder, chest, lob, underarm; penalty pass; throw-ins; centre-pass.

#### Catching

- Start of play; toss up; re-start, change overs.
- Catching: two hands/one hand, both left and right.

#### Shooting and Rebounding

- Split landing (shooters); defending/intercepting.

#### Movement in Attack

- From backline.
- From side-line.
- From centre.
- From free pass.
- From penalty pass.

#### Movement in Defence

- Man to man; zone; holding space.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in Netball.
- Play in a game lasting a minimum of 30 minutes.

## Olympic Wrestling

Candidates must be assessed in the following areas:

**Strategic and Tactical Principals:** Use appropriate strategies and tactics to facilitate efficient and effective performances e.g., by scoring more points or through submission; awareness for self and opponent of counterattack opportunities whilst defending.

### Range of Skills

Candidates should be able to perform the following techniques in a safe, effective, and efficient manner with correct posture, balance, speed and control. Performances should be in increasingly demanding situations, including structured practices, matches/tournaments and assessments.

- Stance - high; medium; low; open and closed; prepared to attack as well as defend.
- Motion - fluid fast and explosive.
- Level change - before a takedown; counter; sprawl to counter a takedown; posture throughout.
- Attack: single and double leg takedowns, basic throws; turning opponent to back.
- Lifting - lifting and returning opponent to the mat.
- Back step - when executing a throw.
- Back arch - when executing a throw or defending against a pin/fall.
- Setting up take downs
- Pummelling
- Wrist control

Defence: sprawls, hand fighting, posting and hip position and counterattack moves spin from sprawl, front head and arm and switch.

**Physical Fitness Demands:** Demonstrate appropriate strength, balance, power; flexibility and cardiovascular endurance to perform effectively and efficiently in training, assessments and matches/tournaments.

**Attitudes and Behaviours:** Adopt the appropriate, etiquette in favourable and adverse conditions e.g., demonstrate courtesy and respect to fellow candidates, opponents, referees, coaches, and examiners by shaking hands with opponents, peers and colleagues.

**Rules and Health and Safety:** Show clear awareness and understanding of the world governing body: United World Wrestling rules and safe practice and adhere to these in preparation; practice and competition to ensure fair play and health and safety.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in intra or inter school or club matches and through assessment by a qualified assessor. Note: colour certification.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up, which must include relevant drills with an appropriate increase in difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable. A certificate colour may be available to confirm the standard of the candidate.
- Display an appropriate level of fitness e.g., sustained effort throughout a club training session or in a tournament with multiple matches.
- Demonstrate a range of skills in an appropriate environment: club training or competitive match/tournament.
- Perform, to a reasonable level, the skills shown above where the degree of difficulty increases from beginner level up. **Note:** There is a new colour system being used within the British Wrestling Association. Certificates coded: White = beginner; Yellow = achievable after one year's regular training/competing; Orange = more advanced and typically required for national squad inclusion. Achievable in two years.

## Orienteering

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

- Recognising ‘route choice’, ‘decision points’, ‘attack points’; control flow.
- Distance judgement by pacing.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

- Consistently demonstrate in a variety of orienteering formats\* a knowledge and practical application of the rules and conventions of orienteering. *\* These should conform to the rules and guidelines of the British Orienteering Federation.*

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

Completing orienteering courses up to Level 3 difficulty:

- Interpreting map symbols and scale.
- Orientating the map to terrain.
- Orientating the map using compass functions and aiming off.
- Moving with map and compass; in particular, ‘folding’, ‘thumbing’ simple distance judgement.
- Recognition of common mapped landscape features both man-made and natural, in particular ‘handrails’.
- Recognition of control points on the map and at the relevant feature in the terrain.
- Apply emergency procedures.
- Orientate body, map and compass.

### Requirements for Assessment

Candidates must be continuously assessed in practice. At least one competition of a ‘cross-country’ format should be completed as an individual participant and, using an orienteering map, take part in a STAR exercise to find controls up to Level 3 standard.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for orienteering.

If it is impracticable to test this, evidence of successful completion of orienteering competitions up to Level 2 achieving yellow standard (winners time + 50%) or achievement of Bronze level of the National Navigation Award Scheme are suitable indicators.

## Personal Survival Swimming

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance. Candidates must be able to demonstrate understanding of the following:

- The emergency action model; rescue priorities; taking control; making emergency calls.
- Water safety: assess hazards and risks at a swimming pool, open water sites and at the coast/seaside.
- Survival priorities.
- Self-Rescue Techniques: mud, sand and quicksand entrapment; banks and freeboards; ice; river currents; canal lock; longshore currents (lateral drift currents); rip currents.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and simulated emergency situations:

Survival skills to be performed where indicated wearing swimwear, shorts, long trousers, t-shirt, long sleeved top and training shoes. 'Skins' or similar tight fitting clothing is not allowed.

- Fall-in entry wearing swimwear shorts, long trousers, t-shirt, long sleeved top and training shoes.
- Removal of long sleeved shirt and trousers and shoes.

The following skills to be performed wearing swimwear, cotton shorts and t-shirt only:

- Floating: horizontal float; angled float; vertical float; standing float.
- Sculling.
- Heat Escape Lessening Position (HELP) position; using buoyant aid or personal floatation device (PFD).
- Huddle Position; either wearing PFD or around a buoyant aid.
- Treading water using eggbeater; breast stroke; scissor/side stroke or cycling leg kicks.
- Signalling for help: using a whistle and waving.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

- Candidates' fitness levels should be sufficient to enable performance of required skills wearing long trousers, long sleeved top.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions. The individual's internal response to an emergency:

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure health and safety.

### **Requirements for Assessment**

Candidates must be continuously assessed in practice and in appropriately safe conditions and situations for example: in a swimming pool, open water or sea.

**Appropriately qualified and able adult supervision is essential at all times.**

### **Requirements for Moderation**

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness.
- Candidates will be required to complete the following warm up, tasks and scenario wearing long sleeved top and long trousers and training shoes where indicated ('skins' or similar tight fitting clothing are not allowed).

### **Warm up**

50m swim in swimwear, shorts, t-shirt, long sleeved top and long trousers (not timed).

### **Task (continuous)**

1. Wearing long sleeved top, long trousers and training shoes enter deep 'unknown' water and swim 12m.
2. Remove footwear.
3. Swim 25m in 45s (half a length and turn).
4. Remove long sleeved top and long trousers.
5. Create a buoyancy aid or retrieve a nearby buoyant aid and adopt the H.E.L.P. position for 5mins.
6. Swim no more than 5m to join at least 3 others and assume a 'Huddle' position for 2mins.
7. Swim 100m in 2mins.
8. Tread water 2mins; waving on two separate occasions for 15 secs each time.
9. Climb out of water without assistance.

(Key resource: Survive & Save programme. RLSS. The Medallion Lifesaving Awards – Candidate manual)

## **Rock Climbing (Includes: Indoors; Outdoors)**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### **Range of Skills:**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including; structured practices and competition:

### **Use of Wall/Crag**

- Use of climbing terminology with peers, e.g. climbing techniques, rock-face features, climbing hardware and grading systems, competition.
- Demonstrate knowledge of 'Leave No Trace' and environmental issues associated with climbing (Outdoors only).
- Demonstrate the ability to select a climb appropriate to climbing ability using a guide book or grade chart.
- Demonstrate safe practice and consideration for other climbers at all times when using climbing and bouldering walls or at the crag.

### **Climbing**

- Demonstrate an understanding of the fundamentals of climbing movement; Agility, Balance, Coordination.
- Understand the importance of 'reading' a climb for effective and efficient performance, identifying difficult, easy sections and possible rests.
- Demonstrate the ability to ascend a variety of climbs, i.e. slabs, corners, overhangs using efficient technique.
- Consistently climb routes grade 4a and above on a roped wall, bouldering wall or outdoor crag.

### **Equipment**

- Demonstrate correct and safe use of personal climbing equipment, i.e. harness, footwear and helmet (outdoors).
- Consistently demonstrate safe attachment to climbing rope using preferred choice of knot/s, (i.e. rethreaded figure 8).
- Demonstrate good practice in care and storage of equipment e.g. coiling rope.

### **Safeguarding Climbing Partner**

- Demonstrate consistently correct use of chosen belay system e.g. belay plate, gri-gri, Italian hitch under qualified instruction.
- Always demonstrate clear communication with climber and control in belaying an ascent and descent of a climb.

### **Abseiling**

- Perform a short abseil protected by a safety rope demonstrating correct stance and attachment to abseil rope.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** show clear awareness and understanding of rules and or guidelines to ensure safe enjoyable practice and adhere to these to ensure health and safety.

**Requirements for Assessment:** Candidates must be continuously assessed in practice and consistently complete climbs grade 4a or above without resting on the rope.

Although not required for assessment a candidate who can demonstrate safe and efficient leading and lead belaying skills would have significant experience and would likely be an active and committed climber.

### **Requirements for Moderation**

Candidates should:

- Dress appropriately for the activity and be clearly identifiable.
- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Display an appropriate level of fitness and skill appropriate to performing a climb of at 4a or above without resting on rope.
- Demonstrate their ability to belay a climber ascending and descending safely and in control.
- Show competence in tying knots to attach harness to the climbing rope.

## Rowing/Sculling

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

#### Launching and Landing

- Lift and carry boat to launch point; place boat in water and set rowing cleats; seat and shoe positions.
- Coxing demands getting boated.
- Come into landing point, disembark; release blades without assistance. Put equipment away and wipe down.

#### Rowing or Sculling

- Forward row or scull.
- Backward row or scull.
- Stopping forwards.
- Stopping backwards; row or scull 4000m.
- Square blades paddling – 10 strokes continuous.
- Show progressive slide work from fixed seat building to full slide.
- Ten consecutive strokes without touching the water with sculls coming forward.
- Complete full spin turn [360 degrees].

#### Safety and Emergencies

- Execute an emergency stop.
- Capsize drill.

#### Coxing

- Coxing demands in competitive situations/race start procedure.

#### Competition

- Either cox or crew a four or eight in a competitive situation.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

**Requirements for Assessment**

Candidates must be continuously assessed in practice and in intra or inter school or club competitions.

**Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for rowing or sculling.
- Row or scull 200m outdoors or indoors.

## Rugby Union

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

- Passing: swing (short, long); loop; spin; one-handed; reverse; off the ground; dummy.
- Ball handling: holding and protecting the ball, running with the ball, changing pace and direction with the ball, handing off, touching down.
- Catching and picking up: one- or two-handed (stationary or on the move), high ball, falling on the ball, picking up the ball, on the move, intercepting.
- Tackling: front, rear, side, smother, falling, and recovering, ankle tap.
- Kicking; drop, grubber, punt, place, box; conversions; penalties; starts and restarts.

### Unit Skills

- Receipt of drop outs; at 22m and half way.
- Scrummaging: binding, footwork, body position, positional roles.
- Lineouts: positional roles; lifting; catching; catch and drive.
- Rucks and mauls.
- Short penalties.
- Continuous phase play.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness reflective of their position in Rugby Union.
- Play in a game lasting a minimum of 30 minutes.

## **Sailing; Dingy Sailing;**

Candidates must be able to:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performances including demonstrating an understanding of the following:

- lay line
- position on start line
- mark roundings
- meteorology awareness i.e. wind and tide information

### **Range of Skills**

Apply a wide range of the skills from their physical activities and/or sports consistently, efficiently, effectively and with sound technique including demonstrating an understanding of the following:

- Rigging a boat; coming alongside a moored/stationary boat or pontoon/jetty
- Rope work/knots
- Launch and retrieve
- Reef afloat
- Be towed when under sail
- Steer a course – reaching; running; tacking
- Stopping
- Going about
- Gybing
- Reefing
- Demonstrate one of the following advanced skills: rudderless sailing or sailing backwards or sailing blindfolded

**Physical Fitness Demands:** Maintain the fitness levels needed to sail consistently, efficiently and effectively; including the following: launch and retrieve a dingy unaided; maintain posture for up to 45 minutes in a single race and throughout a day of competition with 3 or more outings; strength to re-right a dingy.

**Attitudes and Behaviours:** Maintain consistently the desirable attitudes and behaviours that are positively competitive. Aim to improve performance and demonstrate fair play; including the following: maintain focus throughout a warm up and lesson or training session lasting at least 60 minutes; dedication to practice; know World Sailing's Racing Rules of Sailing (RRS) rule 69 Misconduct: sportsmanship should be adhered to ashore and throughout a race/event, not just on start line;

**Rules and Health and Safety:** Show clear awareness and understanding of rules and safe practice and adhere to these, to ensure fair play, health and safety, are assured. Include demonstrating an awareness of World Sailing's Racing Rules of Sailing (RRS) e.g. helping those in danger; decision to race; the environment; tacking; boats on the opposite and boats on the same tack; avoiding contact; acquiring right of way; mark room; turn penalties; safely recover a man over board; appropriate clothing i.e. knowledge of Personal Protective Equipment (PPE) and its importance in prevention of water based conditions such as cold water shock.

### **Requirements for Assessment**

Candidates must be continually assessed in practice and in club competitions. They must be accompanied on the water at all times by a coaching/safety RIB. The teacher and an instructor must also be on the RIB to give advice/guidance about the skills demonstrated by the candidate.

### **Requirements for Moderation**

Candidates should:

- Demonstrate thorough and specific preparation and warm-up procedures in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for Sailing.
- Demonstrate their range of sailing skills appropriate to their chosen discipline.

## Skiing

Assessment must be based on skiing on snow.

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance including:

- Carrying skis and equipment.
- Wearing appropriate clothing.
- Ski and ski boot maintenance including; wax; bindings; ski brakes.
- Appreciation of different types of competitive skiing.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including; structured practices and completion;

- Basic stance; getting up after a fall; basic side step and turn; side stepping up hill.
- Short straight line descent in snowplough; snowplough stop; snowplough turn left and right; turning up hill to stop; linking snowplough turns.
- Using drag lifts and other ski lifts.
- Traverse slope to left and right; traverse joined by snowplough turns in both directions; sliding turns to left and right from traverse; linked basic swing turns.
- Parallel stops [hockey stops] skid to halt.
- Controlled linked turns; parallel turn; linked parallel turns; vary length of turns.
- Show reasonable style and control skiing a basic short slalom course on a blue [easy] run.
- Ski at a reasonable speed down a red slope with some style and in control using unweighted parallel turns.
- Ski down a black run and through a mogul field keeping close to the fall line.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure health and safety.

- Understand and use the skiway code; and
- Show awareness of dangers on and off the piste and understand accident procedures.

All the above should be assessed with consideration given to the quality of turns, shape and speed, dynamic body position, centred stance, use of joints, use of poles, the terrain and conditions i.e. steepness of slope, snow condition and prevailing weather.

**Requirements for Assessment**

Candidates must be continuously assessed in practice on snow and a dry slope in intra or inter school or club competition.

**Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for skiing.
- Be familiar with skiing on a dry slope to ensure effective replication of skills performed on snow.

## Squash

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

Demonstrate a consistent and effective level of skill in a singles game of squash:

- Grip
- Footwork
- Swing
- Body positioning
- Forehand drive
- Backhand drive
- Forehand lob (floating service)
- Backhand hard hit service
- Backhand service
- Volley
- Boast
- Drop
- Lob

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for squash.
- Play a match lasting a minimum of 30 minutes or 3 games (whichever lasts the longest).

## **Indoor Pool Swimming (includes open water distance swimming)**

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### **Range of Skills**

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

- Body position
- Arm action
- Leg action
- Breathing
- Timing
- Streamlining; head position
- Starting; turning for 2 chosen strokes e.g. tumble
- Finishing

### **Open Water Distance Swimming Specific Skills**

- Coping strategies for cold water and panic attacks
- Backstroke turns around buoys
- Swimming straight
- Drafting
- Sighting
- Adapting front stroke and breathing techniques in rough water

### **Indoor Pool Swimming**

Consistently demonstrate a level of skill and technical efficiency in at least two of the following swimming strokes over 100 m:

- Back crawl
- Breast stroke
- Butterfly
- Front crawl

### **Open Water Distance Swimming Specific Skills**

Consistently demonstrate a level of skill and technical efficiency in front crawl over 400m:

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

## **Requirements for Assessment**

### **Pool Swimming**

Candidates must be continuously assessed in practice and in intra or inter school or club competitions in **two strokes** over 100m.

### **Open Water Distance Swimming**

Consistently demonstrate a level of skill and technical efficiency in front crawl over 400m.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for swimming.
- Swim two strokes over a minimum distance of 100m each.

## Table Tennis

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

- Grip variations.
- Stance (square to table/side to table, distance from table).
- Backhand push.
- Forehand push.
- Backhand drive.
- Forehand drive.
- Variations of service and returns.
- Use of top spin and backspin.
- The block.
- The chop.
- The loop.
- Footwork.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club competitions.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for Table Tennis.
- Play in a singles game and keep the score.

## Tennis

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

- Serving: grip; return of serve; second serve variation: to forehand; to backhand; return to forehand; return to backhand; adding slice and spin.
- Groundstrokes: forehand drive; backhand drive; drop shot.
- Volleys: forehand volley.
- Backhand volley.
- Drop volley.
- Drive volley.

### Lobs

- Forehand; backhand.

### Tactical positioning

- Body positioning.
- Footwork.
- Court movement.

### Overhead smash

### Tactical play

- Good positioning and recovery.
- Selection of appropriate shot.
- Awareness of opponents weaknesses.
- Application of tactics to suit opposition.
- Playing opponent to front and back of court to gain advantage.
- Disguising strokes – sending wrong signals.
- ‘Wrong-footing’ opponent.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

**Requirements for Assessment**

Candidates must be continuously assessed in practice and in intra or inter school or club matches.

**Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for Tennis.
- Play in a singles game and keep the score.

## Trampolining

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

- Straight jump.
- Star jump.
- Tuck jump.
- Straddle jump.
- Piked jump.
- Half twist jump.
- Full twist jump.
- Seat drop.
- Front drop (tucked; piked; straight).
- Back drop (piked; straight).
- Half twists or full twists may be performed going into the seat drop, front drop or back drop and/or coming out of them.
- Front somersault (tucked; piked)
- Back somersault (tucked; piked; straight)..

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

## Example routines

Routine 1	Routine 2	Routine 3
Straddle jump Straight jump Seat drop to feet Tuck jump Half twist jump Pike jump Seat drop Half twist to feet Star jump  <b>Tariff rating 0.2 (1–3 marks)</b> <b>1–3 mar</b>	Full twist jump Straddle jump Seat drop to feet Tuck jump Half twist jump Pike jump Tuck jump Front drop to feet  <b>Tariff rating 0.5 (4–6 marks)</b>	Front drop to feet Straddle jump Half twist jump Seat drop Half twist to seat drop Half twist to feet Tuck jump Pike jump Full twist jump  <b>Tariff rating 0.7 (7–9 marks)</b>
Routine 4	Routine 5	Routine 6
Full twist jump Straddle jump Seat drop Half twist to seat drop Half twist to feet Pike jump Back drop Half twist to feet Tuck jump Half twist jump  <b>Tariff rating 0.8 (10–12 marks)</b>	Back somersault (tucked) Straddle jump Seat drop Half twist to seat drop Half twist to feet Pike jump Back drop Half twist to feet Tuck jump Full twist jump  <b>Tariff rating 1.1 (13–15 marks)</b>	Back somersault (tucked) Straddle jump Seat drop Half twist to seat drop Half twist to feet Pike jump Back drop Half twist to feet Tuck jump Front somersault (tucked)  <b>Tariff rating 1.3 (13–15 marks)</b>

Note: Candidates should consistently demonstrate their learning through performing 10 bounce routines in the lowest tariff band (0.2–0.3 tariff) before performing routines in the next tariff band up (0.4–0.5 tariff). Again candidates should successfully and consistently demonstrate their learning through performing 10 bounce routines in this tariff band (0.4–0.5 tariff) before performing routines in the next tariff band up (0.6–0.7 tariff).

### Requirements for Assessment

Candidates must be continuously assessed in practice and on two 10 bounce routines. The marks within each range will be based on the safety of the performances, the effectiveness and correctness of the techniques and on the form demonstrated.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for trampolining.
- Candidates will demonstrate their learning through composing and performing two repeatable ten bounce routines.

## Volleyball

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

#### Serving

- Underarm, over arm float, over arm top spin, round; jump serve.

#### Passing

- Forearm pass – dig, in receiving service, in defence, in a normal pass situation.
- Setting.

#### Spiking

- Kill or attack.

#### Blocking

- Floor defence.
- Digging.
- Sprawling.

#### Use of attacking and defending combinations

- Setting up smash and block.
- Defending smash and block.
- Appropriate choice of shot or combination.
- Adjust to the role of attacker and defender (i.e. net play or back court).
- Good teamwork in controlling space and linking ‘passes’.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continuously assessed in practice and in intra or inter school or club competitions.

## **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Display an appropriate level of fitness for volleyball.
- Candidates will demonstrate their learning in a game lasting a minimum of 30 minutes.
- The playing area must allow the candidate to display the full range of skills (e.g. height in hall to allow digging, setting and volley passes).

## Waterpolo

Candidates must be assessed in the following areas:

**Strategic and Tactical Principals:** Use a wide range of strategies, tactics or compositional principles to consistently outwit opponents, control situations or be creative. Evidence should include the following:

- Defensive strategy e.g. full press and zone defence; man-up/man-down play
- Offensive strategy e.g. hole attack; drive attack; drawing a foul
- Goalkeeping: coordinating defence; leading counter attacks

**Range of Skills:** Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations including structured practices and competition. Evidence should include the following:

### Movement Skills

- Base position
- Stopping & starting
- Front crawl head up
- Back crawl head up
- 45, 90 & 180 degree turning
- Eggbeater kick
- Jumping from treading position(without using the pool floor)

### Ball Handling Skills

- Swimming with the ball
- Picking up the ball
- Catching: left and right hand
- Throwing a wet pass
- Receiving a wet pass
- Dry passing
- Catching (left & right hand)
- One action catch & throw
- Push pass

### Defensive Skills

- Blocking (challenging the passer)
- Man to Man defence (passing lanes)
- Front, side and rear positions

### Attacking Skills

- Moving to space
- Shooting
- Driving (standard; cross)

**Physical Fitness Demands:** Maintain the fitness levels needed to perform consistently, efficiently and effectively in their chosen role. Evidence should include the following:

- Complete 25 metres front crawl head up in 45 seconds; rest 30 seconds then repeat
- Complete 25 metres back crawl head up in 55 seconds; rest 30 seconds then repeat
- Hold right arm and left arm out of the water independently and continuously for 1 minute
- Hold both arms out of the water at the same time continuously for 30 seconds

Demonstrate suitable fitness levels to allow effective participation in a game of 6 minute quarters.

**Attitudes and Behaviours:** Maintain consistently the desirable attitudes and behaviours that are positively competitive, aim to improve performance and demonstrate fair play;

Examples of evidence required:

- Communicate clearly and positively with teammates in matches and training scenarios
- Understand and perform as instructed by coaches
- Appreciate and respond positively to decisions made by referees and other officials
- Demonstrate respect for opponents and follow appropriate etiquette

**Rules and Health and Safety:** Show clear awareness and understanding of rules and safe practice and adhere to these to ensure fair play, health and safety, are assured.

Examples of evidence required:

- An understanding of the rules of the game
- An understanding of the roles of the various officials
- Showing respect for opponents and officials and the ability to control temperament

### **Requirements for Assessment**

Candidates must be continually assessed in practice and intra or inter school or club matches in a swimming pool with sufficient depth.

### **Requirements for Moderation**

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with appropriate incline of difficulty in a safe environment
- Dress appropriately for the activity and wear clearly identifiable (numbered) caps.
- Display an appropriate level of fitness.
- Play in a game lasting a minimum of 12 minutes.

## Weight lifting

Candidates must be assessed in the following areas:

**Strategic and Tactical Principles:** Use a wide range of strategies, tactics or compositional principles to facilitate efficient and effective performance. Including the following:

- Organise a planned session to include warm-up; main session (including sets and reps); cool-down and show understanding of their implication for safe participation.
- Demonstrate appropriate planning, training and practicing to achieve stated goals and targets.
- Demonstrate how to evaluate own performance and make adjustments to technique through use of assistance exercises and derivatives to improve performance.

### Range of Skills

Consistently demonstrate the following skills with safe, efficient and effective technique in training and in competitions:

- Squats
- Jumps
- Presses
- Snatch
- Clean
- Clean & Jerk
- Back Squat
- Hang variations
- Power variations

**Physical Fitness Demands:** Maintain the fitness levels needed to perform the physical activities and/or sports consistently, efficiently and effectively. Including appropriate levels of flexibility, strength; power and cardiovascular fitness;

**Attitudes and Behaviour:** Maintain consistently, desirable attitudes and behaviours; be positive in competition, aim to improve performance and demonstrate fair play. Evidence should include a dress code and footwear appropriate for the activity (weightlifting singlet or shorts and T-shirt (tucked in); stable footwear).

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these, to ensure fair play, health and safety, are assured. Evidence should include lifting rules and safety guidelines; correct dress code and appropriate footwear (see above).

Parental Consent:

- Required if a candidate is training and being assessed at a club.
- If training and being assessed in a school the parent must be informed by the school that weightlifting is a part of the curriculum.

## **Requirements for Assessment**

Candidates must be assessed continuously on a range of lifts in training and in competitions. They must demonstrate understanding of key considerations per position either verbally or in a portfolio for the assessor. This will inform the mark awarded for the 'Range of Skills' section and should include reference to limb positions during the phases of the lift including: correct knee angle; early arm bend; postural issues; inability to squat fully; position of bar above head; flexibility restraints; bar position relative to the body or ideal location; shoulder position in relation to bar; feet width; speed of movement; i.e. fast and 'athletic looking' or slow and laboured mainly using arms.

A final assessment on separate days should view full movements in a competitive situation to show:

Final Assessment A.

1. Jumps (vertical or horizontal)
2. Squats (back squat)
3. Presses (variations; bench press, military press or push-ups)

Final Assessment B.

Demonstrate one Power variation and one hang variation:

1. Snatch
2. Clean
3. Power Snatch
4. Hang Clean & Jerk

### **Note:**

- Jumping is assessed on limb alignment, spinal alignment and landing mechanics.
- Lifts are assessed on depth or extension of movement; limb alignment, spinal alignment and breathing technique (Valsalva).

Assessment is facilitated using photographic evidence of all the positions in-line with British Weightlifting (BWL) guidelines:

- Start
- bar at knee
- power position
- full extension
- Dip (Jerk only)
- Drive (Jerk only)
- receive
- recovery

## **Requirements for Moderation**

Candidates must:

Demonstrate the following 5 lifts with correct and safe technique using a technique bar or female bar and technique weights:

1. Snatch
2. Clean and Jerk
3. Squat
4. Lift variation
5. Squat variation

Photographic resources with clarifying comments in-line with the BWL technical model will be used to identify the specific positions of the weightlifting movements.

Safety of Moderator - ensuring that the area where the lifts are performed are appropriate, with the correct equipment to reduce the risk of injury or accident. The moderator should also be placed to the side of the platform (potentially 45 degrees to athlete) to further reduce any chance of injury from a dropped barbell etc.

## Wheelchair Basketball

Candidates must be assessed in the following areas:

**Strategic and Tactical Principals:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

#### Wheelchair Skills:

- Starting; braking; stopping.
- Pushing (forwards movement).
- Turning: left; right.
- Changing direction.
- Pivoting.

#### Wheelchair Ball Skills:

- Catching; ball pick up;
- Passing: chest; bounce; feed off; overhead; hook.
- Dribbling; two pushes one bounce; continuous.
- Marking; player with and without the ball.
- Shooting: lay up; set; free.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in intra and inter school or club competitions in an appropriate venue.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Dress appropriately for the activity.
- Display an appropriate level of fitness for wheelchair basketball.
- Candidates will demonstrate their learning in a game lasting a minimum of 30 minutes.

## Wheelchair Rugby

Candidates must be assessed in the following areas:

**Strategic and Tactical Principals:** Use appropriate strategies and tactics to facilitate efficient and effective performance.

### Range of Skills

Consistently demonstrate the following skills in safe, effective and efficient performances with increasingly demanding situations, including: structured practices and competition:

#### Wheelchair Skills:

- Starting; braking; stopping.
- Pushing (forwards movement).
- Turning: left; right.
- Changing direction.
- Pivoting.

#### Wheelchair Ball Skills:

- Catching; ball pick up; carrying/dribbling; one handed; two handed; front.
- ball pickup.
- passing (one handed; two handed; bounce; overhead) and catching.
- Marking; player with and without the ball; closing down; corner trap.
- Blocking.
- Tackling.
- Attacking skills: catching before the line; evasion; crossing the line.

**Physical Fitness Demands:** Demonstrate appropriate types and levels of fitness to perform effectively and efficiently in their chosen role.

**Attitudes and Behaviours:** Adopt the appropriate behaviour, etiquette and attitude in favourable and adverse conditions.

**Rules and Health and Safety:** Show clear awareness and understanding of rules/laws and safe practice and adhere to these to ensure fair play, health and safety.

### Requirements for Assessment

Candidates must be continually assessed in practice and in intra and inter school or club competitions in an appropriate venue.

### Requirements for Moderation

Candidates should:

- Demonstrate a thorough and specific warm-up which must include relevant drills with an appropriate incline of difficulty in a safe environment.
- Dress appropriately for the activity and be clearly identifiable.
- Dress appropriately for the activity.
- Display an appropriate level of fitness for wheelchair rugby.
- Candidates will demonstrate their learning in a game lasting a minimum of 30 minutes.

## Appendix 1:

### Guidance for Students with Disabilities

#### What is Classification?

The aim of classification in sports is to ensure fair competition by minimising the impact of a student's eligible impairments on the outcome of competition. CCEA have adopted nationally recognised guidelines to ensure that, students with a disability are assessed fairly and have no restriction on the activities or sports they can choose for GCSE physical education.

CCEA require students with any of the following impairment groups, to complete the information form below and submit it to the visiting moderator on the day of their visiting moderation:

- **Physical Impairment:** Any impairment, which limits physical function for one or more limb or fine or gross motor ability.
- **Deaf or Hard of Hearing.**
- **Visual Impairment:** Vision is impacted by either an impairment of the eye structure, optical nerves or optical pathways, or visual cortex of the central brain.
- **Intellectual Functioning Limitations:** Significant limitations in intellectual functioning and in adaptive behaviour.

#### Student Classification Form (exemplar)

<b>Name:</b>	Joe Bloggs
<b>Sport:</b>	Swimming
<b>Classification:</b>	<b>Physical Impairment : S5</b>
<b>Assessor name &amp; NGB qualifications</b>	Mike Jones ASA Level 2 Swim teacher
<b>Disability Characteristics (Description of the physical impact of the student's disabilities)</b>	<b>Physical Impairment</b> No movement in lower limbs; Curvature of the spine; limited core stability.
<b>Disability Impact (Outline of how the student's disability impacts on their chosen sport - include key 'cannot do and can do' skills)</b>	Unable to perform any kick strokes Unable to perform drive start – starts in the water Unable to perform tumble turn – touch turn only Prefers to breathe right side only due to curvature of the spine. Good upper body movement