

Standard Grade Arrangements in Physical Education

Foundation, General and Credit Levels

Updated edition 2004

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Introduction

A Standard Grade examination in Physical Education at Foundation, General and Credit levels has been offered since 1990 on the basis of the arrangements detailed in this document.

This update of the Standard Grade arrangements document was carried out in January 2004 with support from the subject Assessment Panel. The aim of the update is to ensure better articulation between Standard Grade and National Courses and to clarify the concepts used in Physical Education, Course content and the language required to effectively prepare candidates for the Standard Grade examination.

The purpose of the update is to aid subject specialists in effectively delivering an appropriate Standard Grade Physical Education curriculum and to ensure national consistency in terms of Course content and assessment for certification.

Full guidelines for Course content have been developed as part of the update.

1 Rationale

- 1 1** In its report the Munn Committee identified Physical Education as one of the four "core" areas of study for all S3 and S4 candidates. However, "Physical Education" was not clearly defined in that report and appeared to be regarded as being synonymous with "physical activity". Certainly, Physical Education, as it is identified in school curricula, involves many and varied physical activities but does so in such a way that they become the contexts for learning and not ends in themselves.
- 1 2** This is a different use of the term "activities" from that made in sport and physical recreation, which are concerned on the one hand with serious competition and the pursuit of sporting excellence, and on the other with relaxed enjoyment. Nevertheless, all three aspects – Physical Education, sport and physical recreation – have in common the purpose of enhancing the personal well-being of the individual and emphasising active participation.
- 1 3** It is this active participation which provides the key to the unique contribution which Physical Education makes to the curriculum as a practical experiential subject. The Munn Report spoke of controlled physical movement providing scope "for expression of feeling, for aesthetic pleasure, for the sheer enjoyment of play, and for the display of skilled performance". Thereafter it went on to identify the contribution made to leisure and recreation. To this should be added the complexity of acquiring skills and techniques, a learning process which involves physical, intellectual, social, emotional and moral dimensions. The elective Standard Grade Course in Physical Education adopts this broad educational perspective.
- 1 4** A holistic approach results in a much broader perspective on what achievement in such a Course will involve. Candidates will gain far more than mastery of a number of practical skills, however complex they may be. All of the physical activities in which they engage will contribute in some way to an improvement in physical condition; some of them will provide entry into the social and cultural life of the community. In addition candidates will acquire, through first hand experience, knowledge of these activities, their own ability in them, and some of the principles involved. The understanding of concepts and principles thus gained will then be directed towards an evaluation of their own and other candidates' performance.
- 1 5** During the Course candidates will be afforded the opportunities to explore, rehearse and adopt a variety of social roles in the physical domain through competition and cooperation, by striving and sharing, as individuals and with others. On occasions, the moral dimension with regard to rules and codes will be an important feature calling on candidates to exercise self-discipline, adjust attitudes, make decisions and accept the decisions of others.
- 1 6** The Standard Grade Course in Physical Education offers candidates:
- ◆ the opportunity to reveal their commitment to Physical Education and undertake more specialised work in pursuit of their own interests;
 - ◆ a more intense experience over a two-year period of concentrated study and during an increased allocation of time in the curriculum;
 - ◆ national recognition through certification.

2 Aims

2 1 The rationale gives rise to the following aims of the Standard Grade Course.

2 2 Main aim

The main aim of the Course is to enable candidates to improve their performance in a range of physical activities and through critical and imaginative practice come to know and understand the principles involved and how they are applied in Physical Education.

2 3 Specific aims

The specific aims are to enable candidates:

- ◆ to improve their physical performance by developing the abilities underlying those skills which are fundamental to physical activities and by practicing and refining techniques
- ◆ to know and understand the principles involved by participating in a range of practical activities individually and with others in ways which make various demands on them
- ◆ to identify and distinguish different abilities by evaluating their own performance and that of others
- ◆ to enhance their affective development by sharing their ideas, communicating their decisions and coming to terms with their responses to various types of challenge

3 Course design

The Course has been designed as follows.

3 1 Principles

The Course is designed on the basis of 160 hours over two academic years. It is based on a set of component activities selected by each school. These component activities are linked by groups of aims, learning experiences and learning outcomes which form the constants of the Course and promote a coherent structure.

3 2 Course outline model

The process model adopted for this Course provides a common Course outline for all candidates who are presented with the same set of learning experiences and learning outcomes. An experiential approach is advocated in which learning takes place by engaging in and observing physical activity. Differentiation is demonstrated through the different levels at which candidates attain the learning outcomes.

3 3 Learning experiences

The concept of process as it relates to learning in Physical Education is shown in the learning experiences which candidates meet. They are:

- ◆ practising and refining actions
- ◆ devising and creating movements
- ◆ receiving directed learning
- ◆ engaging in practical investigation
- ◆ solving problems
- ◆ observing and reporting on skills and techniques
- ◆ analysing human movement
- ◆ assessing self and peers
- ◆ meeting challenges
- ◆ adopting different roles
- ◆ cooperating with partner or group
- ◆ competing with partner or group

3 4 Learning outcomes

The learning outcomes will be attempted by all candidates and differentiation will be achieved through their varying levels of response and ability to perform tasks of greater or lesser complexity. As a result of taking part in a Standard Grade Course candidates will be required to:

- ◆ perform skills
- ◆ apply skills in context
- ◆ demonstrate knowledge and understanding of facts and principles
- ◆ apply facts and principles to appropriate contexts
- ◆ observe and describe actions
- ◆ suggest appropriate ways to improve performance
- ◆ make and accept decisions
- ◆ accept responsibilities

4 Course content

4.1 There are four areas in the Course content. The emphasis given to each of them will vary from component activity to component activity. These areas are:

- ◆ Practical Performance
- ◆ Knowledge and Understanding
- ◆ Evaluating
- ◆ Affective Development

Only three of these aspects – Practical Performance, Knowledge and Understanding, Evaluating – will be assessed for certification. These form the assessable elements of the Course under each of which is grouped a pair of learning outcomes (see 6.3).

4.2 Practical Performance

Controlled physical movement forms the basis of this aspect. The physical attributes of the performer, such as strength, flexibility and stamina, in addition to abilities such as coordination and balance, will contribute to the ease with which competence is achieved.

This achievement can be considered in three associated forms of movement:

- ◆ basic movement patterns
- ◆ discrete physical skills
- ◆ applied skills in context

Basic movement patterns are instantly recognisable in the actions of, for instance, running, jumping and throwing. Such actions are the essential base for the development of discrete skills. Discrete skills are those aspects of a physical activity which may be practised separately for the purposes of refinement. Examples are, a "spike" in volleyball, a "sidestep" in rugby, a "pas de basque" in dance. In developing a range of discrete skills, candidates should be able to apply them in the appropriate context and at different stages in their development. In so doing candidates will be involved in selecting from a range of skills.

The processes of practising, refining, devising, creating and selecting are applied to these three forms of movement for each physical activity. Activities may be included by a school if its teachers have detailed knowledge of the activities' special characteristics, skills and techniques. The selection of activities will influence the specific techniques which candidates learn. The range and balance of activities provided will determine the richness of candidates' repertoires at the end of the Course. A classification of activities is offered in 5.2.

4.3 Knowledge and Understanding

This aspect should not be simply equated with the theory of movement in an academic sense. In Physical Education, as with other practical activities, there are essentially practical ways of revealing knowledge and understanding. Demonstration of such knowledge may be through decisions made and actions taken as much as through written or graphic presentations.

The process requires candidates to investigate, to solve problems and to apply and explain the knowledge and understanding they have gained during the active learning of physical activities. Herein lies the key to what is meant by content in this aspect. The emphasis on active learning seeks to arrive at knowledge which explains practice.

Consequently, as a result of taking part in a Physical Education Course, candidates should have acquired through first hand experience a body of knowledge about various activities and about their ability to operate successfully in each. Three areas of knowledge are clearly identifiable as being essential:

- ◆ The body including sufficient facts about structure and sufficient principles relating to function to support safe performance, to provide a basis on which to make decisions affecting health and to promote understanding of the effects of physical activity.
- ◆ Skills including facts related to specific techniques in the particular activities in a Course and to principles which are generally applicable, such as mechanics or movement analysis or methods of practice.
- ◆ Activities including facts which identify the roles to be played by different participants, the procedures which are appropriate to different activities in terms of rules, strategies or organisation, and principles which apply to relationships between individuals and management of groups of people in different environments.

It is essential that teachers select the component activities and Course content carefully to ensure coverage of the Course content and to provide candidates with the relevant learning experiences to achieve the learning outcomes. In this way, Knowledge and Understanding will be developed in the practical setting throughout the Course.

A full extended guide to Knowledge and Understanding content can be found in Appendix 4.

4 4 Evaluating

The ability to evaluate performance, whether one's own or that of others, is an important development of the kinds of knowledge and understanding which candidates acquire through taking part in a Physical Education Course. It requires the recognition of basic actions, physical attributes and details of technique as factors affecting quality or effectiveness of performance.

Here the process requires candidates to refine their observations and analyses of the ways in which movements, skills and techniques are performed in order to develop their critical ability. They will be engaged in making simple comparisons, applying criteria set by the teacher and devising appropriate criteria for themselves.

The purpose of Evaluating is to help candidates to produce a coherent description and thereafter to suggest ways in which a particular performance might be improved.

Several forms of analysis are available, namely:

- ◆ those based on the physical sciences with the emphasis on efficiency of movement explained through laws governing motion, propulsion, balance, flight and flotation;
- ◆ those based on principles of human movement regarding body shape, perception of space, or rhythm and dynamics;
- ◆ those which identify in a particular performance the detail of its technique or its several phases, such as preparation, action and recovery.

More than one of these forms may be used to make qualitative comment on any performance. Observations of the agility or speed required, the technique employed and the rhythm and flow of the whole performance will be combined.

These observations and forms of analysis will allow candidates to evaluate performance. This ability will be developed in the following ways:

- ◆ by observation during participation in a range of specific activities;
- ◆ by applying knowledge and understanding of the techniques and principles underlying performance in broad groups of activities;
- ◆ by detailed observation of sample performances not only in familiar activities but also in activities of which the candidates have no experience or technical knowledge.

4 5 Affective Development

This aspect is a reflection of the social, moral and emotional dimensions present in Physical Education. It is concerned with the attitudes and dispositions which candidates form and display through meeting the various challenges provided in the Course. Opportunities should be provided for candidates to adopt different roles, to develop a realistic self-image, to accept a degree of responsibility for their own learning, to cooperate and form relationships with their peers, to be tolerant and fair, and to make and accept decisions. These activities take place in a variety of environments which may require candidates also to demonstrate such qualities as courage and forbearance.

5 Structure and planning

5 1 Structure of the Course

Within the planning requirements described below centres will choose their own combination of component activities for the two-year Course.

A component activity is a portion of the Course within which a group of learning experiences are provided for candidates in the context of one or more physical activities.

The purpose of each component activity is to provide the appropriate learning experiences which will enable candidates to achieve selected learning outcomes. The number of component activities and the duration of each may vary but the following requirements should be met:

- ◆ the total time for the Course will be 160 hours
- ◆ the Course will contain a minimum of five component activities and a maximum of eight
- ◆ the teaching time for any one component activity will be a minimum of 20 hours, with a maximum of 50 hours

Overall development of candidate competence will take place as the Course progresses.

5 2 Planning the Course

5 2 1 Planning the Course should begin with a consideration of the aims, all of which should be reflected in the Course. Each component activity should fulfil certain of the aims.

A balanced pattern of the aims should be established across all the component activities of the Course, before the further design of each is undertaken.

Distribution of the time among the component activities of the Course will be determined by the selected aims to be fulfilled, the teaching strategies to be adopted, and the venue in which each is to be taught.

Within each component activity the distribution of time among different learning experiences and different outcomes should be carefully planned.

5 2 2 Each component activity will take place over a period of time during which one specific physical activity or a number of activities will be undertaken. Resources and staff expertise will to some extent determine the choices available.

Examples of physical activities are shown in 5 2 4, grouped under the following categories:

- ◆ Gymnastics
- ◆ Dance
- ◆ Water-based activities
- ◆ Outdoor pursuits
- ◆ Individual activities: Directly competitive
- ◆ Individual activities: Indirectly competitive
- ◆ Team games: Indoor
- ◆ Team games: Outdoor
- ◆ Thematic study

5 2 3 The Course should include activities chosen from a minimum of five of these categories.

While some activities may be placed in more than one category, once a centre has decided under which category an activity is to be included, it should not be included under another category for the duration of a particular Course (except in the case of a Thematic Study).

The activities within any one component activity should all be selected from the same category. Each component activity should be taken from a different category. Neither of these requirements applies to the Thematic Study.

5 2 4 The nine categories have been planned to provide qualitatively different challenges to teachers and candidates alike. They are as follows:

i Gymnastics

Gymnastics promotes the development of skilled bodily movement through a progression of demanding tasks and challenges.

ii Dance

In addition to offering a demanding form of physical activity, dance allows the opportunity for expression and creativity, as well as emphasising aesthetic appreciation. It encourages rhythmic and dynamic aspects of movement.

iii Water-based activities

Moving in and on water demands a range of skills which provide unique physical demands for coping with this different medium. They may be of an individual technical nature or may be linked to social consideration for the safety of others.

iv Outdoor pursuits

Outdoor pursuits comprise those activities which take place in the natural environment. The scope for developing a range of physical skills and providing a variety of challenging experiences is extensive. There may also be special emphasis on interpersonal skills.

v Individual activities: Directly competitive

These activities develop a range of physical skills and involve the individual in making decisions in relation to an active opponent or opponents.

vi Individual activities: Indirectly competitive

These activities are distinct from the previous category in that their conduct is not dependent upon the presence of an opponent and they may be engaged in without direct competition with others.

Team games – Indoor and outdoor

Team games necessitate groups of candidates cooperating with each other in the pursuit of the common goal of defeating an opposing team through the tactical deployment of both individual and collective skills and in accordance with clearly defined rules.

vii Indoor games

In these games small groups of players are required to cooperate within a restricted area, which demands precision in technique and in use of space.

Games making gives candidates the opportunity to invent, develop and refine their own games which may include cooperation or tactics and which require the definition of a framework of rules.

viii Outdoor games

In these games players are required to adapt to variable weather and playing surfaces which demand versatility of skills and tactics. Skills practices and small-sided team games may take place indoors but the main emphasis must be placed on the outdoor context.

ix Thematic Study

This study is an opportunity to identify common links across a variety of categories involving candidates in a process of practical investigation. Examples of these are "performance related fitness", "movement patterns" and "acquisition of skills".

5 2 5 The following list of activities is not intended to be exhaustive but has been arrived at from an analysis of the activities taught most frequently in centres in Scotland.

CATEGORIES									
	i	ii	iii	iv	v	vi	vii	viii	ix
	Gymnastics	Dance	Water-based activities	Outdoor pursuits	Individual activities: Directly competitive	Individual activities: Indirectly competitive	Team games: Indoor	Team games: Outdoor	Thematic study
ACTIVITIES	Modern	Ethnic	Swimming	Orienteering	Badminton	Archery	Basketball	Hockey	
	Olympic	Contemporary	Personal survival	Hill walking	Squash	Trampoline	Volleyball	Lacrosse	
	Rhythmic	Modern	Life-saving	Rock climbing	Table tennis	Athletics	Handball	Football	
			Synchronised swimming	Skiing	Fencing	Cross-country running	Netball	Rugby	
			Sailing		Tennis	Golf	Games making	Shinty	
			Canoeing					Cricket	
			Board sailing					Softball	
							Rounders		
							American football		

53 Course requirements

In evaluating their own Courses teachers should take account of the following:

- ◆ The Course should contribute to all the aims
- ◆ The aims should be distributed across all the components
- ◆ The appropriate learning experiences should be identified in each component
- ◆ All the learning experiences should be included
- ◆ All the learning outcomes should be included
- ◆ Distribution of the learning outcomes across the components should be balanced
- ◆ The assessment techniques for each learning outcome should be stated
- ◆ There should be adequate evidence to support the internal assessment

6 Assessment for certification

6 1 Certification

Candidates will be assessed by a system common to all three levels, Foundation, General and Credit. Three of the four aspects listed in 4 1 form the assessable elements of Practical Performance, Knowledge and Understanding, and Evaluating.

6 2 Pattern of assessment

At all levels, Practical Performance will be assessed internally, with external moderation.

At all levels Knowledge and Understanding and Evaluating will be assessed externally in the same written paper. Centres will be required to submit separate estimates for each of these elements.

6 3 Learning outcomes assessed

Assessment will be directly linked to each of the learning outcomes as follows:

In Practical Performance to

- PP i perform skills
- PP ii apply skills in context

In Knowledge and Understanding to

- KU i demonstrate knowledge and understanding of facts and principles
- KU ii explain facts and principles and apply them to appropriate contexts

In Evaluating to

- E i observe and describe actions
- E ii suggest appropriate ways to improve performance

6 4 Internal assessment

- 6 4 1 The grade for Practical Performance will be determined by internal assessment. The teacher will use professional judgement to determine the estimates for Knowledge and Understanding and for Evaluating.

Awards made by bodies other than SQA will not be accepted in support of internal assessment.

The method of assessment used should be selected because of its suitability for assessing a particular learning outcome. There should be both variety and balance in the methods chosen reflecting the different skills which are being assessed and the different teaching/learning situations which the candidate has experienced.

6 4 2 Internal grade for Practical Performance

An internal grade for Practical Performance will be awarded to each candidate by the school and conformity with national standards will be ensured by external moderation by SQA (see 6 5).

For Practical Performance appropriate assessment methods are:

- ◆ practical tests to measure practical skills
- ◆ teachers' observation schedules covering both process and product
- ◆ records of achievement used for self and peer assessment with teacher verification

Internal assessment of this element should be recorded in a minimum of four of the component activities of the Course. Each of the learning outcomes should be assessed in each of the component activities. Equal attention should be paid to both the learning outcomes for Practical Performance (see 6 3). The internal grade will be determined by the teacher's judgement across the minimum of four component activities.

A grade may be awarded to only one activity within any category.

A minimum of two pieces of evidence relating to each learning outcome should be retained until completion of SQA's appeals procedures.

6 4 3 Estimates for Knowledge and Understanding and for Evaluating

Presenting centres must submit an estimate grade for each candidate for Knowledge and Understanding, and Evaluating in *March of the year of the examination. The teacher should determine the estimate grades on the basis of each candidate's work. Estimates are used by SQA for its examination procedures, including such cases as absence from external examinations, adverse circumstances and appeals. Evidence in support of these estimates should be compiled and retained by centres for submission to SQA if required.

a Knowledge and Understanding

Assessment of Knowledge and Understanding should employ methods which require candidates to apply and explain what they have learned through practical experience.

These methods may take the following forms:

- ◆ worksheets requiring a restricted or structured response
- ◆ short-answer tests requiring written and graphic responses which provide evidence of practical investigation
- ◆ checklists used in practical skills
- ◆ oral assessment which may have special relevance for some situations. This form of assessment may be used independently or as a supplement to or in confirmation of other forms used; it may involve informal questions, prepared talks by candidates, or explanations on techniques and tactics.

A minimum of two pieces of evidence relating to each learning outcome should be retained until completion of SQA's appeals procedures.

Questions selected from past examinations from 1998 onwards are acceptable for prelim use or as internal Course evidence.

* See *Operational Guide for Schools – Appendix 2: Calendar of key dates* for operational arrangements

b Evaluating

Assessment of Evaluating may take place during practical ability sessions. Some of the methods used in assessing Practical Performance may be employed but with the focus on observation and the ability to recommend measures for improvement of the observed performance.

Assessment methods may include:

- ◆ checklists requiring comparison of a performance with a good example, with the candidate providing evidence of what has been observed
- ◆ questions, oral or written, based on observations
- ◆ monitoring of improvement programmes to demonstrate observation of changes in performance

Questions selected from past examinations from 1998 onwards are acceptable for prelim use or as internal Course evidence.

As with assessment in the other elements it is important that the above methods are used to monitor the development of skills and understanding during the Course.

A minimum of two pieces of evidence relating to each learning outcome should be retained until completion of SQA's appeals procedures.

Video film may be used to provide candidates with experience of the external assessment format.

6 5 External moderation of internal assessment

To ensure conformity with national standards, internal assessments of Practical Performance will be externally moderated by a Visiting Moderator. A sample of centres will be selected each year by SQA and will be visited on one occasion during March/April of the S4 year. Moderation will be based on direct observation of a sample of 12 candidates taking part in two activities. The focus will not be on individual candidates but on the perceptions of the staff.

Details of the arrangements for moderation are issued annually by SQA.

6 6 External assessment

Evaluating and Knowledge and Understanding will be assessed by a combined written paper.

6 6 1 a Evaluating

External assessment will be by a written paper, with the relevant subject matter portrayed on video. Candidates will be shown a video film containing a variety of excerpts from several physical activities. This approach to the assessment of Evaluating maintains a prime focus on physical activity with candidates being required to observe and describe performance and suggest relevant improvements.

b Knowledge and Understanding

External assessment will be by a written paper. This approach to assessment maintains a prime focus on the application of Knowledge and Understanding gained through practical experience of a range of activities.

Each examination will contain an Evaluating section and a Knowledge and Understanding section. All questions are in two parts, A and B. From 2004, candidates will firstly attempt the Evaluating section of the examination paper in response to the video stimulus. On completion of the

Evaluating section of the paper, candidates will then attempt the Knowledge and Understanding section of the examination paper.

At all levels the external assessment will cover the same learning outcomes, i.e. the candidates' ability to demonstrate, explain facts and principles and apply them to appropriate contexts. Reference should be made to past examination papers from 1998 onwards for examples of questions.

An exemplar of the new examination format can be downloaded from the SQA web-site (www.sqa.org.uk).

Paper	Grades assessed	Duration	
		Evaluating	Knowledge and Understanding
Foundation	6 and 5	30 minutes approx.	25 minutes
General	4 and 3	30 minutes approx.	30 minutes
Credit	2 and 1	30 minutes approx.	30 minutes

6 6 2 Presentation levels for Knowledge and Understanding and Evaluating

At the time of presentation, centres will be required to indicate the levels of the external papers which each candidate will attempt, as follows:

Foundation and General levels only (28)

or

General and Credit levels only (30)

This presentation does not imply any restriction on grades available for Practical Performance.

Candidates are not obliged to attempt the papers at both levels but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the papers attempted, or grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected external grade</i>	<i>Presentation level</i>	<i>Grades assessed</i>
6, 5 and 4	Foundation and General	6, 5, 4 and 3
3, 2 and 1	General and Credit	4, 3, 2 and 1

This arrangement allows in each case for a grade award higher or lower than expected (except at grades 1 and 7 respectively). A candidate expected to achieve grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that grade 2 or grade 1 will not be possible.

Candidates who attempt papers at two levels will be given the better of the two grades achieved on these papers. Performance at one level will **not** be taken into account in grading at the other level.

6 7 Knowledge and Understanding and Evaluating

Separate scores will be calculated for the Evaluating and Knowledge and Understanding sections of the examination paper.

The two grades associated with each level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance. Cut-off scores will be set for each element.

6 8 Grade 7 and No Overall Award

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the Course, in that element. Such candidates will not receive a grade for that element and hence will not receive an overall award. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

7 Grade Related Criteria

7.1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

7.2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each level. The upper of the two grades at a given level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the Course but fail to meet the criteria for any level.

7.3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

7.4 Practical Performance – Summary GRC

Foundation level (grades 6, 5)

The candidate can carry out basic skills, linking a few together moderately effectively in familiar contexts.

General level (grades 4, 3)

The candidate can carry out basic skills combining some effectively in contexts requiring related judgements to be made.

Credit level (grades 2, 1)

The candidate can complete, adapt and combine a range of simple and complicated skills in contexts which involve a wide variety of options.

7.5 Knowledge and Understanding – Summary GRC

Foundation level (grades 6, 5)

The candidate has demonstrated limited knowledge and understanding of facts and principles and a limited ability to apply and explain them in a familiar context.

General level (grades 4, 3)

The candidate has demonstrated knowledge and understanding of facts and related principles and ability to apply and explain them in a range of familiar contexts.

Credit level (grades 2, 1)

The candidate has demonstrated detailed knowledge and depth of understanding of facts and related principles, and ability to apply and explain them in a range of contexts.

7 6 Evaluating - Summary GRC

Foundation level (grades 6, 5)

The candidate has demonstrated ability to identify and describe in simple terms the broad features of the actions observed and to make a suggestion as to how performance might be improved.

General level (grades 4, 3)

The candidate has demonstrated ability to identify and describe features of the actions observed and to suggest how performance might be improved.

Credit level (grades 2, 1)

The candidate has demonstrated ability to identify and describe in detail features of the actions observed and how performance might be improved.

7 7 Descriptions of grades

These describe performance within levels. They apply to each element.

Grade 6	The candidate has met the criteria for Foundation level, demonstrating a satisfactory overall standard of performance.
Grade 5	The candidate has met the criteria for Foundation level, demonstrating a high overall standard of performance.
Grade 4	The candidate has met the criteria for General level, demonstrating a satisfactory overall standard of performance.
Grade 3	The candidate has met the criteria for General level, demonstrating a high overall standard of performance.
Grade 2	The candidate has met the criteria for Credit level, demonstrating a satisfactory overall standard of performance.
Grade 1	The candidate has met the criteria for Credit level, demonstrating a high overall standard of performance.

7 8 Practical Performance – Extended GRC

Foundation level
(grades 6, 5)

General level
(grades 4, 3)

Credit level
(grades 2, 1)

To perform skills

The candidate can carry out the basic skills required for the activities in the Course and the pattern of the actions is usually identifiable.

The candidate can carry out the basic skills with clear patterns and rhythms, and can occasionally carry out complicated actions.

The candidate can complete a range of simple and complicated actions with control and fluency.

To apply skills in context

The candidate can link a few skills to be moderately effective in familiar context.

The candidate can combine skills effectively in contexts which require several related judgements to be made.

The candidate can adapt and combine skills effectively in contexts which involve a wide variety of options.

7 9 Knowledge and Understanding – Extended GRC

Foundation level
(grades 6, 5)

General level
(grades 4, 3)

Credit level
(grades 2, 1)

To demonstrate knowledge and understanding of facts and principles

The candidate can demonstrate limited knowledge and understanding of facts and principles.

The candidate can demonstrate knowledge and understanding of facts and related principles.

The candidate can demonstrate detailed knowledge and depth of understanding of facts and related principles and ability to interpret the relationship between them.

To apply facts and principles to appropriate contexts

The candidate can demonstrate limited ability to apply and explain facts and principles in familiar contexts.

The candidate can demonstrate ability to apply and explain facts and related principles in a range of familiar contexts.

The candidate can demonstrate ability to apply and explain detailed knowledge and depth of understanding of facts and related principles in a range of contexts.

Descriptions of grades are given in 7 7.

7 10 Evaluating – Extended GRC

Foundation level
(grades 6, 5)

General level
(grades 4, 3)

Credit level
(grades 2, 1)

To identify and describe actions

The candidate can identify and describe in simple terms the broad features of the actions observed.

The candidate can identify and describe features of the actions observed.

The candidate can identify and describe in detail features of the actions observed.

To suggest appropriate ways to improve performance

The candidate can identify factors which affect the success of observed actions and make a simple suggestion how they may be changed to improve performance.

The candidate can identify factors which affect the success of observed actions and suggest how they may be changed to improve performance.

The candidate can identify key features affecting the success of observed actions and describe in detail measures to improve performance.

Descriptions of grades are given in 7 7.

Checklist for Course design

The design principles for a Standard Grade Course in Physical Education require a single, broad based Course at all levels. For every presenting centre the aims, elements and learning experiences will be the same. The learning outcomes will be attempted by all candidates and differentiation will be achieved through their varying levels of response and ability to perform tasks of greater or lesser complexity.

The centre will choose the following:

- ◆ The number and duration of components within the total time allocation
- ◆ The combination of physical activities to be included
- ◆ The number and distribution of the aims to which each component contributes
- ◆ The number and distribution of the learning experiences to each component
- ◆ The element(s) and specific learning outcomes to be assessed in each component
- ◆ The range of assessment instruments to be used in internal assessments
- ◆ The number and timing of recorded assessments to be made

Structure

The centre should check the following:

- ◆ The Course is made up of a minimum of 5 components and a maximum of 8
- ◆ The teaching time allocated to each component is a minimum of 20 hours and a maximum of 50 hours
- ◆ The total time for the Course is 160 hours
- ◆ The Course includes physical activities from a minimum of 5 categories
- ◆ The activities within any one component should all be selected from the same category. Each component should feature a different category. Neither of these requirements applies to the Thematic Study.
- ◆ An activity is not included in more than one category (except where included in a Thematic Study)

Planning

The centre should check the following:

- ◆ The Course contributes to all the aims.
- ◆ Each of the aims is included in more than one component activity
(NB It is reasonable to state up to 3 aims for any one component activity.)
- ◆ All the learning experiences are provided by the Course.
- ◆ All the learning outcomes are included.
- ◆ Each of the learning outcomes will be assessed in more than one component activity.
- ◆ The element, Practical Performance will be assessed in a minimum of 4 component activities.
- ◆ The assessment instruments used are appropriate to the learning outcomes to be assessed.

Moderation of Practical Performance Assessment

Purpose

Moderation is intended to ensure uniform interpretation by centres of Standard Grade assessment procedures and standards.

Method

At each centre, a designated teacher should be responsible for finalising on a common basis, and for submitting to SQA, the assessments for all candidates at the centre.

A sample of 12 candidates representing, as far as possible, the full range of grades, will be selected. Should there be 12 or fewer candidates then all will take part.

The performance of the sample in two physical activities from the Course will be viewed simultaneously but independently by a Visiting Moderator and the designated teacher.

Each candidate in the sample will be seen performing in two component activities negotiated between the centre and the Moderator.

Actions/extracts from the Course which adequately show the learning outcomes should be chosen.

Each candidate in the sample will be seen in each learning outcome.

Identification of candidates must be clear and is the responsibility of the centre.

Learning and Teaching

1 Introduction

In order to ensure that the prescribed learning experiences and outcomes are brought about, it will be necessary for teachers to employ a variety of approaches. These approaches should reflect the philosophy and nature of the Course. This practical approach based on direct experience requires that learning takes place through engagement in and observation of physical activity.

There are several ways in which approaches to teaching and learning have been classified, usually under such headings as methods, modes, styles or strategies. No matter which classification is adopted, there are a number of characteristics for which all teachers should have regard.

- ◆ A variety of approaches will be required and should be deliberately employed by teachers to serve particular ends.
- ◆ No one approach is necessarily better than any other. The appropriate approach will depend upon the learning experiences chosen to enable a particular learning outcome to be achieved.
- ◆ The variety of approaches permits a gradual shift of responsibility for learning from teacher to candidates. At one extreme the teacher takes all of the decisions, directs the learning, and imparts information and instructions, generally to the whole class or group. At the other extreme candidates assume greater responsibility for their own learning and their own actions with the teacher acting more as a consultant than as a director of learning and provider of information and instructions.

2 Approaches to learning and teaching

Several main approaches are presented below which will allow the candidates to participate in the range of learning experiences listed in 3.3.

Teacher-directed learning

In Physical Education the teacher-directed approach operates where close control of the learning experience is necessary, for example, in securing safety, meeting specific regulations and establishing basic movements. Such activities as swimming and outdoor pursuits call for such close control and not only at the early stages of learning.

In this approach the teacher makes all, or the majority of, the decisions on how, where and what the candidates experience through the activity.

Guided discovery

This approach offers the candidate greater personal choice and opportunity to create responses and solutions to given tasks. In this approach, rather than providing the solution, teachers lead the candidates gradually through appropriate cues towards a predetermined outcome. Through successful achievement in these small scale objectives candidates can come to a clearer understanding of general principles and concepts.

Problem solving

This is a feature of many physical activities. Tactical situations in every team game demand immediate solutions to the problems they pose; all racquet games are a constant ebb and flow of problems and solutions as one player attempts to outwit and out-manoeuvre another; changes in temperature, weather and terrain pose problems in outdoor pursuits; and in gymnastics there is an overt emphasis on developing the ability of candidates to solve problems posed by the theme, task or equipment.

Presenting these problems in an open-ended way where the results are not pre-determined helps to foster greater candidate independence. In this way the processes are most clearly marked through practising and refining actions, devising and creating movements, selecting and applying skills, investigating, observing and analysing.

Peer and self assessment

Peer assessment takes place either in pair or group situations where each candidate has the opportunity of observing and commenting on the performance of a partner or other candidates. Comparing actions against clear and simply stated written criteria, the observer then offers constructive comment. In addition to the assistance given to the performer, the candidate who adopts the role of the observer may derive many benefits in terms of personal and social development and through increased understanding which may also be acquired. The teacher's role is restricted to communicating with the observer. This has the dual purpose of limiting to manageable proportions the teacher's involvement in assessment and of promoting in candidates the ability to observe critically and make comment.

Self assessment is a development from peer assessment. An important factor in the success of this self assessment is that candidates should have evaluated the performance of other candidates before applying the same criteria to their own performance. Written criteria assume far greater importance in providing feedback with the teachers verifying the assessment at the summative stage. The teacher's role is to offer feedback to the candidate on progress in self assessment but not to make comment to the candidate about the performance of the task.

In order to allow candidates the personal satisfaction of participating in the assessment process, opportunities should be given for peer and self assessment. Such assessment should include checklists requiring comparison of a performance to a good example with the candidate providing evidence of what has been observed. Provided that this is verified by the teacher, it may contribute to the award in the Evaluating element.

Individualised learning

Within each of the several approaches lies the question of differentiation. The adoption of a process framework means that differentiation will be achieved through the candidates' performance in the same set of learning experiences. Teachers have to be ready to respond appropriately to candidates who, in aiming for the same goals, develop skills and acquire knowledge and understanding at different levels of sophistication and at different rates. Teachers of Physical Education already make regular and frequent use of class, group, pair and individual activities, forms of class organisation which allow individual differences to be revealed in different ways. The skill of teaching in such varied settings lies in the balance preserved between providing work within the competence of the least able in the class, and providing challenging experiences which extend both skilled performance and the capacity for decision making.

Setting a task at a number of different levels and allowing candidates to choose their level of operation is an approach which can be used in many physical activities. This approach can operate through the differentiated demands of such activities as swimming (eg depth, repetitions), cross-country running (eg time, distance), and track and field activities (eg time, height, distance).

3 Affective development

To the extent that Affective Development is concerned with attitudes, dispositions, and personal qualities, it will exert indirect and subtle influences on candidate behaviour and teacher responses. The process of learning through practical experience with and among other people will require candidates to use and develop social skills; similarly, meeting the challenges offered by the range of activities included in the Course and the variety of experiences provided will require candidates to demonstrate the skills of decision making and ability to accept responsibility which are defined in the learning outcomes.

Although not formally assessed for certification the contribution of Affective Development to teaching and learning is an integral part of any Physical Education Course.

4 Assessment for teaching purposes

Assessments are part of the normal process of teaching and learning. The evidence for these assessments is obtained from a variety of sources and may include teacher observation, self assessment, peer assessment, diagnostic tests and checklists. Though not required for certification such assessments provide information on the effectiveness of teaching and perform an evaluative function.

Some of the methods of assessment are set out in 6.4.

An assessment system should be considered as part of the teaching and learning process. It should be simple and kept to manageable proportions in order to advance the process of learning without unnecessary testing or recording. It will be prompted and guided by the decisions made on Course planning.

Individual teachers should operate within an agreed departmental plan on assessment developed through departmental discussion. This plan should include:

- ◆ what is to be assessed
- ◆ when assessments will be made
- ◆ how assessments will be made
- ◆ the number, type and timing of assessments within each component and across the two-year Course
- ◆ the appropriate methods to be used
- ◆ procedures for exceptional circumstances
- ◆ methods of recording the assessment

Arrangements should be made to ensure that candidates are aware of the purpose of the Course as a whole, its components, and the learning outcomes in which they are being assessed.

Methods devised by departments for recording achievement should emphasise positive response.

Knowledge and Understanding

Update of Section 4 (part 4.3) of Arrangements Document

Introduction

The purpose of this document is to clarify the Knowledge and Understanding (KU) content for the Standard Grade Physical Education Course to aid subject specialists in delivering appropriate Course content to effectively prepare candidates for the Standard Grade examinations.

The specific terminology/language and content will be used to set examination papers from 2006 onwards. It has also been designed to create progression into National Courses.

The changes may require teachers to consider and evaluate their classroom teaching to deliver the curriculum effectively at all levels. There will, however, be a significant decrease in workload required to prepare candidates for examinations.

Knowledge and Understanding content

This extended KU content is drawn from the body of knowledge that has been taught and examined since 1990. This guide will form the basis for future Standard Grade examination content.

To effectively prepare candidates for the Standard Grade examination, teachers should ensure that they have the appropriate level of knowledge and understanding of the following concepts.

SECTION 1 – ACTIVITIES

AREA – A: Nature and purpose

Concepts

Nature and purpose
Creativity
Principles of play
Tactics

AREA – B: Official/Formal and unwritten rules

Concepts

Rules
Conduct and behaviour
Scoring
Adaptation
Small-sided games

AREA – C: Roles and functions

Concepts

Roles and responsibilities
Personal qualities
Physical qualities

SECTION 2 – THE BODY

AREA – A: Structure and function

Concepts

Oxygen transportation system
Body structure
Joints
Movement of a hinge joint

AREA – B: Aspects of fitness

Concepts

- i Physical fitness
 - Cardio-respiratory endurance
 - Muscular endurance
 - Strength
 - Speed
 - Power
 - Flexibility
- ii Skill related fitness
 - Coordination
 - Agility
 - Balance
 - Reaction time
- iii Mental fitness
 - Mental fitness

AREA – C: Training and its effects

Concepts

Warm up
Warm down
Principles of training
Methods/types of training
Training within activities

SECTION 3 – SKILLS AND TECHNIQUES

AREA –A: Techniques

Concepts

Skills and techniques

AREA – B: Ways of developing skill

Concepts

Skill learning
Principles of effective practice and refinement
Feedback
Cooperation

AREA – C: Mechanical principles

Concepts

Balance
Transfer of weight
Application of force
Rotation
Resistance
Follow through

*Sub-concepts are listed in depth for each concept in the following pages.

SECTION 1 – ACTIVITIES

AREA – A: Nature and purpose

NATURE AND PURPOSE

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Different nature of activities ie: <ul style="list-style-type: none"> - team and individual - competitive/non-competitive - indirectly/directly competitive - subjective/objective - indoor/outdoor ◆ Suitability of activities in relation to age, ability, sex, level of fitness and physical qualities ◆ Social and physical benefits of participating in activities ◆ Time limits ◆ Reasons for participating in activities ◆ Physical actions required for different activities ie jumping, kicking, throwing, striking objects, rotating and stretching 	<p>and in addition knowledge and understanding of:</p>

CREATIVITY

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Creativity in activities in relation to: <ul style="list-style-type: none"> - performance of skills - effects on performance - weight - time - flow - space ◆ Importance of creativity to individual, team and aesthetic activities 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Creation and effective use of space ◆ Restricting opponents' space

PRINCIPLES OF PLAY

All levels	Credit level (grades 2, 1)
	<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of the principles of play ◆ Application and effect of <ul style="list-style-type: none"> - width in attack and defence - depth in attack and defence - delay in defence ◆ Consideration of the above principles of play in adoption of tactics

TACTICS

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of a tactic ◆ Application of tactics in relation to: <ul style="list-style-type: none"> - strengths - weaknesses - physical qualities - performance <p style="text-align: center;">of self and opponent in team and individual activities</p> <ul style="list-style-type: none"> ◆ Roles/positions required in team tactics ◆ Personal/physical qualities required to perform effectively in different roles and positions in team activities. ◆ Importance of communication in tactics in team activities <ul style="list-style-type: none"> ◆ Variation/adaptation of tactics in relation to: <ul style="list-style-type: none"> - participation - opponent actions - effects on performance <p style="text-align: center;">in team and individual activities</p> <ul style="list-style-type: none"> ◆ Effective skill performance for tactics to be performed successfully 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Offensive and defensive tactics <p style="text-align: center;">in team and individual activities</p> <ul style="list-style-type: none"> ◆ Essential skills for tactics to be effective in team and individual activities ◆ The reason these skills are essential for effective performance of tactics

AREA – B: Official/Formal and unwritten rules

RULES

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Official/formal written and unwritten rules/laws ◆ Safety rules and the correct use of equipment when participating ◆ Rules in relation to: <ul style="list-style-type: none"> - restricting movement - start and restart - offence and defence - the playing area - encouraging sporting behaviour ◆ Breaking rules ◆ Adaptation of rules and/or adding conditions 	<p>and in addition knowledge and understanding of:</p>

CONDUCT AND BEHAVIOUR

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Good or bad behaviour ◆ The effect of behaviour ◆ Penalising bad behaviour <p style="text-align: center;">in team and individual activities</p>	<p>and in addition knowledge and understanding of:</p>

SCORING

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Different/similar scoring systems ◆ Objective and subjective scoring ◆ Deciding the winner <p style="text-align: center;">in team and individual activities</p>	<p>and in addition knowledge and understanding of:</p>

ADAPTATION

All levels	Credit level (grades 2, 1)
Candidates should have knowledge and understanding of: <ul style="list-style-type: none">◆ Adaptation required in relation to:<ul style="list-style-type: none">- rules- scoring system- opponents- equipment- duration- team size- layout- playing area◆ Enhancing skill learning and performance through adaptation <p style="text-align: center;">in team and individual activities</p>	and in addition knowledge and understanding of:

SMALL-SIDED GAMES

All levels	Credit level (grades 2, 1)
Candidates should have knowledge and understanding of: <ul style="list-style-type: none">◆ Benefits of using small-sided games◆ Adaptation of team games◆ Effects of small-sided games on skill learning and performance	and in addition knowledge and understanding of:

AREA – C: Roles and functions

ROLES AND RESPONSIBILITIES

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Roles and responsibilities of performers ◆ Roles of attacking and defensive players ◆ Roles and responsibilities of officials and non-playing participants ◆ Assistance given by non-playing participants and the benefits gained ◆ Importance of officials 	<p>and in addition knowledge and understanding of:</p>
in team and individual activities	

PERSONAL QUALITIES

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Personal qualities required by: <ul style="list-style-type: none"> - a performer - officials/non-playing participants ◆ Effects on ability to perform and learn skills ◆ Effects on ability to officiate effectively 	<p>and in addition knowledge and understanding of:</p>
in team and individual activities	

PHYSICAL QUALITIES

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Physical qualities in relation to: <ul style="list-style-type: none"> - roles or positions adopted - successful performance - officiating effectively ◆ Advantages when learning skills and performing 	<p>and in addition knowledge and understanding of:</p>
in team and individual activities	

SECTION 2 – THE BODY

AREA – A: Structure and function

OXYGEN TRANSPORTATION SYSTEM

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Oxygen transportation system in relation to: <ul style="list-style-type: none"> - lungs - heart - blood - muscles ◆ Increasing oxygen intake during exercise, training or participation 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Different levels of oxygen intake during physical activity ◆ Waste products produced ie carbon dioxide, lactic acid ◆ Oxygen debt ◆ Benefits of improving oxygen transportation system

BODY STRUCTURE

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Purpose of skeleton ◆ Function of muscle, tendon, cartilage and ligament ◆ Muscles/muscle groups of: <ul style="list-style-type: none"> - leg (quadriceps; hamstring) - arm (biceps; triceps) - stomach (abdominal) 	<p>and in addition knowledge and understanding of:</p>

JOINTS

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Different types, location and range of movements of joints: <ul style="list-style-type: none"> - ball and socket - hinge ◆ Movement of joints in relation to performing ◆ Effect of movement on hinge joints relating to: <ul style="list-style-type: none"> - muscles - tendons - bones 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Order of joint movement for coordinated performance

MOVEMENT OF A HINGE JOINT

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none">◆ Hinge joint movements:<ul style="list-style-type: none">- muscles (work in pairs)- tendons (attach muscles to bones)◆ Effect of hinge joint movement on performance/skills◆ Naming muscles of the leg and arm	<p>and in addition knowledge and understanding of:</p>

AREA – B: Aspects of fitness

i PHYSICAL FITNESS

CARDIO-RESPIRATORY ENDURANCE

(This aspect of fitness is also referred to as cardio-vascular endurance, cardio-respiratory stamina, stamina etc.)

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of aerobic/anaerobic endurance in relation to performance ◆ Effect of exercise (and stopping exercise) in relation to: <ul style="list-style-type: none"> - pulse rate - breathing - body temperature ◆ Importance and effect of aerobic endurance on performance/skills in team and individual activities ◆ Negative effect of poor aerobic endurance on performance/skills ◆ Tests to measure aerobic fitness ◆ Intensity of aerobic training linked to initial level of fitness ◆ Appropriate training for developing aerobic fitness <ul style="list-style-type: none"> - Fartlek/varied pace running - interval - continuous - circuit training ◆ Definition of Progressive overload ◆ Exercises or practices to develop cardio-respiratory endurance fitness and improve skills simultaneously ◆ Effects of training on level of fitness and performance 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Monitoring/measuring fitness by recording pulse rate ◆ Recovery rates as a measure of aerobic fitness ◆ Importance and effect of anaerobic endurance on performance/skills in team and individual activities ◆ Tests to measure anaerobic fitness ◆ Training to develop anaerobic endurance ◆ Definition of training zone ◆ Monitoring effectiveness of intensity of training ◆ Overload training to make it more difficult ◆ Setting/monitoring level of intensity of progressive overload when training ◆ Physiological effect of training on heart and lungs

MUSCULAR ENDURANCE

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of muscular endurance in relation to performance ◆ Muscular endurance in relation to: <ul style="list-style-type: none"> - team and individual activities - roles or skills - effective performance - muscles and muscle groups ◆ Effects on performance/skills of high or low levels of muscular endurance ◆ Appropriate tests for measuring muscular endurance ◆ Specific exercises or practices to increase and develop muscular endurance ◆ Appropriate training to develop muscular endurance ◆ Using low weight and high repetitions for weight training ◆ Definition of progressive overload ◆ Effect of increased muscular endurance on performance/skills ◆ Practices to develop muscular endurance and skill simultaneously 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Measuring initial level of muscular endurance ◆ A muscular endurance training session ◆ Intensity of training based on initial level of muscular endurance ◆ Specific weight/circuit training exercises ◆ Progressively overload resistance to make training more demanding ◆ Effects of increased muscular endurance on the body

STRENGTH

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of strength in relation to performance ◆ Strength in relation to: <ul style="list-style-type: none"> - team and individual activities - roles or skills - effective performance - muscles and muscle groups ◆ Effects on performance/skills of high or low levels of strength ◆ Appropriate tests for measuring strength ◆ Specific exercises to increase and develop strength ◆ Appropriate training to develop strength 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Measuring initial levels of strength

STRENGTH (cont'd)

<ul style="list-style-type: none"> ◆ Using high weight and low repetitions in weight training ◆ Specificity of exercises to muscle development ◆ Effect of increased strength on performance/skills ◆ Practices to improve skill and develop strength simultaneously 	<ul style="list-style-type: none"> ◆ A strength training session ◆ Intensity of training based on initial level of strength ◆ Definition of progressive overload ◆ Progressively overload resistance to increase strength ◆ Effects of increased strength on the body
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SPEED

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of speed in relation to performance ◆ Speed in relation to: <ul style="list-style-type: none"> - team and individual activities - whole or part of the body - specific roles/positions/skills - effects on performance ◆ Effects on performance/skills of high or low levels of speed ◆ Appropriate tests for measuring speed ◆ Specific exercises designed to increase and develop speed ◆ Effects of increased speed on performance ◆ Changing speed to beat an opponent ◆ Practices to improve skill and increase speed simultaneously 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Measuring initial levels of speed ◆ Appropriate training to increase speed ◆ A speed training session ◆ Importance of recovery time in speed training ◆ Progressively overload training to make training more demanding

POWER

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of power in relation to performance ◆ Power in relation to: <ul style="list-style-type: none"> - team and individual activities - skills or specific roles - kicking, jumping, striking and throwing actions ◆ Achieving and increasing power in relation to: <ul style="list-style-type: none"> - kicking, jumping, striking and throwing actions - activity/body/body part - effective performance ◆ Effects on performance/skills of high or low levels of power ◆ Appropriate tests for measuring power ◆ Specific exercises to increase and develop power ◆ Appropriate training to increase power ◆ Effect of training with too little/too much resistance ◆ In weight training, exercises should be specific in relation to parts of the body, muscles/muscle groups ◆ Effects of increased power on: <ul style="list-style-type: none"> - performance of a skill - specific role - kicking, jumping, striking or throwing actions ◆ Practices for improving skill and developing power simultaneously 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Measuring initial levels of power ◆ A power training session ◆ Intensity of training based on initial level of power ◆ Weight training using high weight and low repetitions, with exercises performed explosively ◆ Definition of progressive overload ◆ Progressively overloading resistance to make training more demanding

FLEXIBILITY

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of flexibility in relation to performance ◆ Flexibility in relation to: <ul style="list-style-type: none"> - team and individual activities - skills or roles - performance - joints ◆ Relationship between joints and the performance of skills ◆ Appropriate tests to measure flexibility ◆ Specific exercises to increase and develop flexibility ◆ Appropriate training to increase flexibility ◆ Effects of increased flexibility on: <ul style="list-style-type: none"> - the range of joint movement - skill performance ◆ Practices for improving skill and developing flexibility simultaneously 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of static and dynamic flexibility in relation to performance ◆ Static and dynamic flexibility in relation to: <ul style="list-style-type: none"> - team and individual activities - skills or roles - performance - joints ◆ Measuring initial level of static and dynamic flexibility ◆ Appropriate tests to measure static and dynamic flexibility ◆ Specific exercises to increase and develop static and dynamic flexibility ◆ Appropriate training to increase static and dynamic flexibility ◆ A flexibility training session

ii SKILL RELATED FITNESS

COORDINATION

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of coordination ◆ Difficulty of learning skills with complex coordination 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Importance of moving the joints and body parts in the correct order ◆ Importance of coordination for an effective skill performance ◆ Effect of coordinated body movement on flow and rhythm ◆ Effect of good/poor coordination on skill performance

AGILITY

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of agility and importance to performance 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Effect of good/poor agility on skill performance
<p>in team and individual activities</p>	

BALANCE

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of balance and importance to performance ◆ Skills and situations in which balance is important 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Effect of good/poor balance on skill performance
<p>in team and individual activities</p>	

REACTION TIME

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of reaction time and importance to performance ◆ Skills and situations in which reaction time is important 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Effect of good/poor reaction time on skill performance
<p>in team and individual activities</p>	

iii MENTAL FITNESS

MENTAL FITNESS

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of: <ul style="list-style-type: none"> - mental preparation - concentration - confidence - motivation 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Effects of mental preparation, concentration, confidence and motivation on improving performance/skills ◆ Effects on confidence of safety equipment and support <p style="text-align: center;">in team and individual activities</p>

AREA – C: Training and its effects

WARM UP

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Warm up in relation to: <ul style="list-style-type: none"> - importance of warming up - three stages and the importance of each of these stages ◆ The effects of warm up on: <ul style="list-style-type: none"> - the body - joint flexibility - performance ◆ Stretching exercises ◆ Importance of including skills in the final stage 	<p>and in addition knowledge and understanding of:</p>

WARM DOWN

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Warming down after participation ◆ Effects on the body of performing/failing to perform a warm down 	<p>and in addition knowledge and understanding of:</p>

PRINCIPLES OF TRAINING

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Principles of training with reference to all aspects of physical activity, including: <ul style="list-style-type: none"> - frequency - intensity - duration - overload - progression ◆ Specificity in fitness training with reference to: <ul style="list-style-type: none"> - activity - aspect of fitness - type of training - workload - part of the body ◆ Workload based on initial level of fitness ◆ Balance the order of exercises in training programmes 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> - adaptation - reversibility ◆ Ensuring training is carried out at the appropriate level of intensity ◆ Ensuring progressive overload is carried out at an appropriate level of intensity ◆ The need for an appropriate work/rest ratio when training

METHODS/TYPES OF TRAINING

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Appropriate training for developing fitness ie <ul style="list-style-type: none"> - Fartlek/varied pace running - interval training - continuous training - circuit training - weight training - sprint training ◆ Exercises used to work on specific muscles/muscle groups in training ◆ Specific training to work on different aspects of fitness <p>◆ A training session</p>	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Organising a training session to develop specific aspects of fitness ◆ Applying principles of training to training ◆ Importance of rest and recovery periods ◆ Setting an individual workload for training

TRAINING WITHIN ACTIVITIES

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Exercises or practices for developing skill and fitness simultaneously <p style="text-align: center;">in team and individual activities</p>	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Improving an aspect of fitness in an individual activity ◆ Improving a different aspect of fitness in a team activity ◆ Benefits of training within an activity

SECTION 3 – SKILLS AND TECHNIQUES

AREA – A: Techniques

SKILLS AND TECHNIQUES

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of a skill ◆ Definition of a technique ◆ Appropriate skills used in different roles/positions involving: <ul style="list-style-type: none"> - kicking - jumping - striking - throwing - stretching - rotating ◆ Different techniques of skill performance <p style="text-align: center;">in team and individual activities</p> <ul style="list-style-type: none"> ◆ Preparation/action/recovery ◆ Overcoming problems in relation to: <ul style="list-style-type: none"> - identification of problems/weaknesses - changing skill/technique to overcome problems - practices used to improve weaknesses ◆ The environment in relation to: <ul style="list-style-type: none"> - the effect on skill performance - altering skill performance to overcome the environment 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Simple and complex skills: <ul style="list-style-type: none"> - from team and individual activities - difference between simple and complex skills - difficult to learn and perform ◆ Effect on performance of skills in respect of flow/space/weight/time

AREA – B: Ways of developing skill

SKILL LEARNING

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Skill learning and performance improvement in relation to: <ul style="list-style-type: none"> - demonstration - using a partner - safety equipment - partner to ensure safety ◆ Definition of gradual build up and its purpose, benefits, stages and effect on skill learning ◆ Definition of whole/part/whole and the benefits to learn and improve performance and its effect on skill learning ◆ Passive/active learning practices/situations ◆ Effects of repetitive practice on skill performance 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Automatic stage of learning in relation to: <ul style="list-style-type: none"> - the benefits to performance - examples of skills and situations - practices used when a skill can be performed automatically
in team and individual activities	

PRINCIPLES OF EFFECTIVE PRACTICE AND REFINEMENT

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Practicing to improve performance in respect of: <ul style="list-style-type: none"> - level of ability - effect on motivation, safety and fatigue - avoiding tiredness and boredom - the need for variation in practice - carried out with the correct technique ◆ Effective practice in relation to: <ul style="list-style-type: none"> - improving skill performance - identifying and improving weaknesses - adapting practices (harder or easier) - identifying and overcoming specific problems 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Pressure when practicing can lead to a breakdown in skill level ◆ Pressure practice situations ◆ Practices used to enhance learning to perform skills automatically
in team and individual activities	

FEEDBACK

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of feedback ◆ The benefits of feedback in relation to: <ul style="list-style-type: none"> - identify specific problems or weaknesses in performance - effect of immediate feedback - receiving one or two points of feedback at one time - using feedback to improve performance ◆ Examples of feedback given/received to/from a partner ◆ Different ways to receive feedback: <ul style="list-style-type: none"> - internal - external (visual, written, verbal) <p style="text-align: center;">in team and individual activities</p>	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Different ways to receive feedback: <ul style="list-style-type: none"> - internal (kinaesthetic) - external (knowledge of results)

COOPERATION

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of cooperation ◆ Basic principles of cooperation ◆ Importance of cooperation in relation to: <ul style="list-style-type: none"> - practicing, learning and improving skills - different playing and non-playing roles - effects on performance and skill learning - smooth running of an activity - keeping participants safe <p style="text-align: center;">in team and individual activities</p>	<p>and in addition knowledge and understanding of:</p>

AREA – C: Mechanical principles

BALANCE

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition and basic principles of: <ul style="list-style-type: none"> - balance - centre of gravity - body tension ◆ Effects of the above on improving skills/performance ◆ Effect of large/small base ◆ Effect of body weight over base ◆ Effect of controlling movement ◆ Importance of body tension to balance ◆ Improving skills/performance using balance ◆ Achieving and maintaining balance 	<p>and in addition knowledge and understanding of:</p>
in team and individual activities	

TRANSFER OF WEIGHT

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of transfer of weight ◆ Transferring weight in relation to: <ul style="list-style-type: none"> - similarities in weight transfer across activities - importance of weight transfer to skill performance - specific skills and how weight is transferred (whole body/body parts) - the effect weight transfer has on skill performance 	<p>and in addition knowledge and understanding of:</p>
in team and individual activities	

APPLICATION OF FORCE

All levels	Credit level (grades 2, 1)
<p>Candidates should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ Definition of application of force ◆ Individual and team activities in which force is applied ◆ Achieving thrust or propulsion ◆ Applying greater force to achieve more speed/greater power in action ◆ The direction of thrust or propulsion 	<p>and in addition knowledge and understanding of:</p> <ul style="list-style-type: none"> ◆ The source of the force applied ◆ Effect of increased application of force on performance
in team and individual activities	

ROTATION

All levels	Credit level (grades 2, 1)
Candidates should have knowledge and understanding of: <ul style="list-style-type: none">◆ Definition of rotation◆ Skills in which rotation is important◆ Changes in body shape to speed up or slow down rotation	and in addition knowledge and understanding of:

RESISTANCE

All levels	Credit level (grades 2, 1)
Candidates should have knowledge and understanding of: <ul style="list-style-type: none">◆ Definition of resistance◆ Advantages/disadvantages/causes of resistance on skills or performance in team and individual activities◆ Disadvantages/causes of resistance◆ Overcoming resistance in different situations◆ Changing body shape to overcome/reduce resistance	and in addition knowledge and understanding of: <ul style="list-style-type: none">◆ The effect of friction on resistance

FOLLOW THROUGH

All levels	Credit level (grades 2, 1)
Candidates should have knowledge and understanding of: <ul style="list-style-type: none">◆ Definition of follow through◆ Explaining follow through in:<ul style="list-style-type: none">- kicking- striking- throwingand nature of joints involved which enables follow through to occur◆ Skills where follow through occurs◆ Effect of follow through on performance <p style="text-align: center;">in team and individual activities</p>	and in addition knowledge and understanding of: