

National Unit Specification: General Information

UNIT	Sporting Activities - An Introduction (Access 3)
NUMBER	D685 09
COURSE	This is a free-standing unit that may be associated with programmes of study in schools, colleges of further education or other centres.

SUMMARY

On successful completion of this unit, the candidate will be able to perform skilfully at a novice level, identify the appropriate facility and equipment requirements for safe participation and identify the fitness and technique requirements necessary in three selected sporting activities.

This unit is designed for those with little or no previous experience of the sporting activity.

OUTCOMES

- 1 Perform skilfully in the sporting activity at a novice level.
- 2 Identify the appropriate facilities and equipment for safe participation in three selected sporting activities.
- 3 Identify the value of three selected sporting activities to personal fitness.
- 4 Identify the nature of the techniques required in three selected sporting activities.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have a high interest and participation rate in any previous physical education classes.

CREDIT VALUE

1 credit at Access 3

Administrative Information

Superclass:	MA
Publication date:	December 1998
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Version:	01

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Additional copies of this specification can be purchased from the Scottish Qualifications Authority. The cost is £2.50.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National unit specification: statement of standards

UNIT Sporting Activities - An Introduction (Access 3)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Perform skilfully in the sporting activity at a novice level.

Performance Criteria

- a) Techniques appropriate to a novice level are performed skilfully in each of the selected sporting activities.
- b) Relevant rules and procedures are adhered to during participation in each of the selected sporting activities.

Evidence Requirements

Evidence should be generated through candidates' active participation that satisfies both performance criteria.

The tutor should record evidence of performance, for example through a marked checklist or brief explanatory comment.

The tutor should record for performance criterion (a) the essential elements that are required in a minimum of six relevant techniques for each activity. The tutor should record for performance criterion (b) the relevant rules and procedures required in each activity.

OUTCOME 2

Identify the appropriate facilities and equipment for safe participation in three selected sporting activities.

Performance Criteria

- a) Appropriate facilities are identified for safe participation in three selected sporting activities.
- b) Appropriate equipment is identified for safe participation in three selected sporting activities.
- c) The essential safety requirements for facilities and equipment in each activity are accurately explained.

Evidence Requirements

Oral or written evidence that correctly identifies the appropriate facilities and equipment for safe participation in the three selected sporting activities.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

National unit specification: statement of standards (cont)

UNIT Sporting Activities - An Introduction (Access 3)

OUTCOME 3

Identify the value of three selected sporting activities to personal fitness.

Performance Criteria

- a) Physical fitness factors are correctly identified for each sporting activity.
- b) The general benefits of regular physical exercise are correct identified for sporting activity.

Note on range for the outcome

Physical fitness factors: cardio-respiratory endurance; muscular endurance; speed; strength; power; flexibility.

General benefits: physical; social; emotional.

Evidence Requirements

Oral or written explanation which correctly identifies all the required physical fitness factors and general benefits of participation for each of the three selected sporting activities.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

OUTCOME 4

Identify the nature of the techniques required in three selected sporting activities.

Performance Criteria

- a) Relevant sporting activity techniques are correctly identified.
- b) The general benefits of applying different techniques are correctly identified.

Evidence Requirements

Oral or written explanation which identifies six techniques for each sporting activity. Oral or written explanation of the general benefits of applying different techniques in each of the three selected sporting activities.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

National unit specification: support notes

UNIT Sporting Activities - An Introduction (Access 3)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

Candidates will develop their performance at a novice level in each of three selected activities. Consideration should be given to candidates' interest, motivation and expertise and the centre's available facilities and resources. The study of performance with regard to safe use of facilities and equipment and the value of different fitness factors and techniques within each of the three activities should take place in practical contexts.

This unit refers to the term 'skill' as being able to be performed or applied within skilful performance contexts. Techniques are demonstrated. Hence in outcome 1 the term used is 'perform skilfully' whilst the performance criterion refers to 'techniques appropriate to a novice level'.

The term 'novice' is used to refer to a candidate who is new to the sporting activity and who is developing an initial impression of the nature and demands of the activity as part of a wider introduction to different sporting activities.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Candidates should learn in familiar contexts which provide opportunities to work individually, with a partner and in groups when practising techniques that are relevant to developing skill at a novice level. Candidates should be provided with accurate and appropriate feedback that is relevant to their development.

The tutor should involve candidates in a range of practical contexts that are relevant to developing a broad understanding of relevant equipment and facilities for safe participation. These practical contexts should also be relevant for identifying and describing the key aspects of fitness and the nature of the techniques required for developing skill at a novice level.

National unit specification: support notes (cont)

UNIT Sporting Activities - An Introduction (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Opportunities for re-assessment are available throughout this unit. Evidence for assessment should arise naturally from the range of tutor-led situations in which candidates are engaged, and should be recorded by the tutor as appropriate. To achieve the unit sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within any range specified. While a variety of assessment instruments is available, the tutor is encouraged to adopt an integrated approach to assessment in the unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).

Sporting Activity Units

Performance Exemplification

Notes for Guidance and Interpretation:

The purpose of these exemplifications is to add definition about performance qualities required at different levels within the sporting activity units. The standards described for sporting activity units equate with the standards described in the performance units within Physical Education at the five different levels within Higher Still. The evidence generated for the sporting activity units could be utilised as evidence towards achieving units of Higher Still courses in Physical Education.

The rationale used for describing performance is that the sporting activity units are performance driven. As such it is the whole view of performance that is described. This is in preference to a technique specific model of performance with only the associated movement patterns that accompany the techniques being described. This is considered to have limitations as a model of whole performance. Instead a model that describes in a more detailed way the demands, environments and practical contexts that candidates would typically be working in is offered. As such terms like 'perform skilfully' are used. Techniques are demonstrated through being selected, developed and refined in building towards performing in skilful contexts.

These definitions of performance contexts relate to outcome 1 in each unit. Following this, the definition of performance is specified according to the detail of each of the performance criteria at each level. This allows a description of the competences required within each performance criterion.

The performance qualities described are an exemplification of the performance standards associated with the different levels. They are issued as guidance for practitioners in delivering these units. They attempt to show a clear logical exemplification of standard as well as how progression could feasibly occur between different levels. The described qualities are not prescribed mandatory requirements that each candidate must exactly match. Instead the qualities described aim to paint a picture of the performance level required and, crucially, an insight into the context and demands that candidates are likely to be working in.

ALPINE SKIING

Sporting Activities: An Introduction (Access 3)- Outcome 1 'Perform skilfully in three different activities at a novice level'

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the different sporting activities.</p>		<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>At this level, the participant has been introduced to, and developed, the sport specific movements necessary to perform skilfully at a novice level and for later progression.</p> <p>Performance by the participant at a novice level will be reflected in their initial awareness of the 'fundamental elements' of Alpine Skiing which are:</p> <p>Body Management; Steering; Control; Adjustments</p> <p>These fundamental elements should be applied in context, at the relevant developmental stage, at a novice level, to recognised progression within Alpine Skiing as follows:</p>	<p>The participant can recognise and choose simple pathways and routes down a beginner type slope while observing all relevant safety procedures and showing consideration for other slope users. This decision making process involves two fundamental elements of Alpine Skiing, 'Control', of speed, and of line,' and 'Adjustments' for surface, and for slope. Consideration of both of these fundamental elements should be evident in the participant's performance.</p> <p>Awareness of 'control' (speed and line) and 'adjustments' (surface and slope) will involve candidates in decisions relating to speed, line of travel, surface and slope which should be reflected in the variations of turn radius and route chosen during their descent of a beginner type slope.</p>	<p>The participant can recognise and choose simple pathways and routes down a beginner type slope while observing all relevant safety procedures and showing consideration for other slope users.</p> <p>The participant can demonstrate the correct procedures when hiring skis and organising their equipment in preparation for participation.</p> <p>The participant can recognise and outline 'on slope' situations relating to the National Governing Bodies 'Code of Conduct' for Alpine Skiing.</p> <p>Throughout the activity the participant complies fully with the National Governing Bodies 'Code of Conduct' for Alpine Skiing.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the different sporting activities.</p>	<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>Novice Activities; Sliding; Ploughing; Swinging; Paralleling; Beyond Paralleling</p> <p>Physical environment plays an important part in the contextual application of Alpine Skiing at a novice level.</p> <p>Activities should take place on appropriate slopes and in appropriate conditions. At a novice level participants are required to perform on beginner type slopes including dry slopes.</p> <p>The novice level performer can ski down beginner type slopes maintaining balanced control, speed, and direction using introductory techniques incorporating the fundamental elements of skiing. This will involve the participant in a range of manoeuvres up to and including linked early plough turning.</p> <p>In terms of technique, at a novice level, fundamental elements of, 'body management' 'steering', are key developmental areas of the participant's performance.</p>	<p>The fundamental elements of Alpine Skiing, as appropriate, should be apparent in the participant's performance during all related activities.</p> <p>Introductory Activities: should include a range of material designed to promote the safety and mobilisation of the participant. These activities include; walking, stepping, turning on the slope, falling and getting up and a general awareness of slope angle, ie. across, uphill and downhill.</p> <p>Straight running: the participant shows:</p> <p>even flex at the skiing joints (ankles, knees and hips); head up looking forward; feet hip width apart and parallel; balanced stance in the middle of the skis; pelvis tilted upwards; arm and hand carriage is forwards and away from the body (as if holding a hoop).</p> <p>The participant demonstrates known routine procedures relating to general 'on slope' group participation and organisation.</p> <p>The participant demonstrates the correct procedures for use of available uplift as follows:</p> <p>Correct starting position. Correct transport position. Correct dismount position. Clearing dismount area.</p>

PC(a) Techniques appropriate to a novice level are performed skilfully in each of the different sporting activities.

PC(b) Relevant rules and procedures are adhered to during participation in the three activities.

<p>'Body management' will be evident throughout the participant's performance through usually maintaining good posture, balance, agility, co-ordination and rhythm in all activities.</p> <p>'Steering' control will be evident throughout the participant's performance through the apparent use of rotary movements, as opposed to pressure and edging.</p> <p>The skilful application of rotary movements together with bending and stretching of the legs, will result in the demonstration of linked plough turns of a variable radius.</p> <p>At a novice level the developmental stages are:</p> <p>Introductory Activities, Sliding and Ploughing (developmental)</p> <p>The techniques relating to these developmental stages are: Introductory Activities (range); Straight Running; Straight Running / Ploughing; Early Plough Turning (linked).</p>	<p>Straight running/ploughing: the participant shows:</p> <p>Maintaining straight running elements throughout.</p> <p>Changing the shape of the skis from parallel to plough 'V' shape and return to parallel through simultaneous leg and foot, rotation, stretching and bending.</p> <p>Plough Turning (developmental)</p> <p>Early plough turning development will involve mainly leg rotational actions as opposed to more progressive, pressure/rotation, edge actions.</p> <p>Early Plough Turning (linked): in a plough position the participant show:</p> <p>Maintaining straight running elements throughout.</p> <p>Foot and leg rotation as the main turning movements.</p> <p>Maintain 'steering' control throughout.</p> <p>Development of leg stretching and bending movements to accommodate rotary actions variations in turn radius.</p> <p>Co-ordinated effective turn linking movements.</p>	<p>Governing Bodies 'Code of Conduct' for Alpine Skiing.</p> <p>The participant demonstrates known routine procedures relating to general 'on slope' group participation and organisation.</p> <p>The participant demonstrates the correct procedures for use of available uplift as follows:</p> <p>Correct starting position. Correct transport position. Correct dismount position. Clearing dismount area.</p>
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ALPINE SKIING

Sporting Activity (Intermediate 1) - Outcome 1 'Perform skilfully in the sporting activity at an introductory level'

PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.	PC(c) Appropriate movement patterns during performance at an introductory level are used.
<p>At this level, the participant has been introduced to, and developed, the sport specific movements necessary to perform skilfully at an introductory level and for later progression.</p> <p>Performance by the participant at an introductory level will be reflected in their initial awareness of the 'fundamental elements' of Alpine Skiing which are:</p> <p>Body Management Steering Control Adjustments</p>	<p>This will involve the participant in a range of manoeuvres up to and including effectively linked plough turning and the introduction of traversing.</p> <p>In terms of technique the fundamental elements of, 'body management' and 'steering', are key developmental areas of the participant's performance at an introductory level.</p> <p>'Body management' will be evident throughout the participant's performance through usually maintaining good posture, balance, agility, co-ordination and rhythm in all activities.</p>	<p>On beginner type slopes the participant can maintain, control of speed, balance and direction using linked plough turns of varying radius.</p> <p>The participant can recognise and choose simple pathways and routes down a beginner type slope while observing all relevant safety procedures and showing consideration for other slope users.</p> <p>This decision making process involves two fundamental elements of Alpine Skiing, 'Control', of speed, and of line,' and Adjustments' for surface, and for slope</p>	<p>The fundamental elements of Alpine Skiing, as appropriate, should be apparent in the participant's performance during all related activities.</p> <p>At an introductory level the developmental stages are: Introductory Activities Sliding Ploughing</p> <p>Introductory Activities: should include a range of material designed to promote the safety and mobilisation of the participant. These activities include; walking, stepping, turning on the slope, falling and getting up and a general awareness of slope angle, ie. across, uphill and downhill.</p>

PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.	PC(c) Appropriate movement patterns during performance at an introductory level are used.
<p>These fundamental elements should be applied in context, at the relevant developmental stage, at an introductory level, to recognised progression within Alpine Skiing as follows:</p> <p>Introductory Activities Sliding Ploughing Swinging Paralleling</p> <p>Physical environment plays an important part in the contextual application of Alpine Skiing at an introductory level.</p>	<p>'Steering' control will be evident throughout the participant's performance through the apparent use of pressure control, control of rotation and edge control.</p> <p>The skilful application of early pressure, rotation and edging, together with bending and stretching movements, will result in the effective demonstration of linked plough turns of a variable radius.</p> <p>At an introductory level the developmental stages are:</p> <p>Introductory Activities Sliding Ploughing (developmental)</p>	<p>Consideration of both of these fundamental elements should be evident in the participant's performance.</p> <p>Awareness of 'control' (speed and line) and 'adjustments' (surface and slope) will involve participants in decisions relating to their speed, line of travel, surface and slope which should be reflected in the variations of turn radius and route chosen during their descent of a beginner type slope.</p>	<p>Straight running: the participant shows:</p> <p>even flex at the skiing joints (ankles, knees and hips) head up looking forward. feet hip width apart and parallel. balanced stance in the middle of the skis. pelvis tilted upwards. arm and hand carriage is forwards and away from the body (as if holding a hoop).</p> <p>Straight running/ploughing: the participant shows:</p> <p>maintaining straight running elements throughout. changing the shape of the skis from parallel to plough 'V' shape and return to parallel through simultaneous leg and foot, rotation, stretching and bending.</p>

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>	
<p>Activities should take place on appropriate slopes and in appropriate conditions. At an introductory level participants are required to perform on beginner type slopes including dry slopes.</p> <p>The introductory level performer can effectively ski down beginner type slopes maintaining balanced control, speed, and direction using a range of introductory techniques incorporating the fundamental elements of skiing.</p>	<p>The techniques relating to these developmental stages are:</p> <p>Introductory Activities (range) Straight Running Straight Running / Ploughing Effective Plough Turning (linked) Introduction to Traversing.</p>		<p>Plough Turns (developmental) Plough turning development will involve initial early rotational actions through to more effective pressure/rotation edge actions.</p> <p>Effective Plough Turning (linked): in a plough position the participant shows: maintaining straight running elements throughout. active leg stretching and bending. early pressure application to turning ski. effective pressure transfer during linked phase. foot and leg rotation. maintain 'steering' control throughout. variations in turn radius and application of movement sequence. co-ordinated effective turn linking movements.</p>

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>
		<p>Traversing: Traversing at this level is introduced as a manoeuvre for crossing the slope. The participant shows:</p> <p>appropriate use of edges and pressure. adjustments to body position. awareness of line of travel.</p>

ALPINE SKIING

Sporting Activity (Intermediate 2) - Outcome 1 'Perform skilfully in the selected sporting activity at a recreational level'

PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.	PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.	PC(c) Appropriate movement patterns during performance at a recreational level are used.
<p>At this level, the participant is developing the sport specific movements necessary to perform skilfully at a recreational level and for later progression.</p> <p>Performance by the participant at an recreational level will be reflected in their development of the 'fundamental elements' of Alpine Skiing which are:</p> <p>Body Management Steering Control Adjustments</p>	<p>Through skiing down an intermediate type slope, participants must show on occasions, an ability to demonstrate linked early basic parallel turns.</p> <p>In terms of technique the fundamental elements of, 'body management' and 'steering', are key developmental areas of the participant's performance at an recreational level.</p> <p>'Body management' will be evident throughout participant's performance through usually maintaining good posture, balance, agility, co-ordination and rhythm in all activities.</p>	<p>On intermediate type slopes the participant can maintain, control of speed, balance and direction. During the descent of an intermediate slope the participant will select and apply from the repertoire of turns available, the most appropriate method of turning to suit both the slope and conditions.</p> <p>The range of turning methods available at this developmental level are:</p> <p>plough turning basic swing turning basic parallel turning.</p> <p>The fundamental elements of Alpine Skiing, as appropriate, should be apparent in the participant's performance during all related activities. At a recreational level the developmental stages are: Swinging Paralleling</p> <p>Basic Swinging: (developmental) The process of basic swinging involves sequential leg actions in relation to the formation of a plough to begin the turn, followed by matching the skis parallel to complete the turn.</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>These fundamental elements should be applied in context, at the relevant developmental stage, at a recreational level, to recognised progression within Alpine Skiing as follows:</p> <p>Introductory Activities Sliding Ploughing Swinging Paralleling</p> <p>Physical environment plays an important part in the contextual application of Alpine Skiing at a recreational level.</p> <p>Activities should take place on appropriate slopes and in appropriate conditions. recreational level participants are required to perform on intermediate type slopes including dry slopes.</p>	<p>'Steering' control will be evident throughout the participant's performance through the apparent use of pressure control, control of rotation and edge control.</p> <p>The skilful application of early pressure, rotation and edging, together with bending and stretching movements, will result in the demonstration of linked turns of a variable radius.</p> <p>At an recreational level the developmental stages are:</p> <p>Swinging Paralleling</p> <p>The techniques relating to these developmental stages are:</p> <p>Basic Swinging (developmental) Basic Paralleling (developmental)</p>	<p>The participant can recognise and choose pathways and routes down an intermediate type slope while observing all relevant safety procedures and showing consideration for other slope users.</p> <p>This decision making process involves two fundamental elements of Alpine Skiing, 'Control', of speed, and of line,' and 'Adjustments' for surface, and for slope.</p> <p>Through learning, participants will develop an ability to anticipate and interpret the elements of 'control' and 'adjustment' in the context of skiing down an intermediate type slope.</p>	<p>The developmental stages of basic swinging relate to the phase of the turn at which the skis are matched.</p> <p>Basic Swinging (early) - skis match towards the end of the turn. Basic Swinging (developing) - skis match around the fall line phase. Basic Swinging (later) - skis match before the fall line phase.</p> <p>Basic Swing Turns - (later): the participant shows:</p> <p>Leg and foot rotation to form plough together with active leg stretch to secure early pressure on turning ski. rotary movements are made from under the centre of the foot. ie. tips open to match skis and close to form plough. non-turning ski is matched parallel before fall line. open effective skiing stance throughout.</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in context that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>The recreational level performer can effectively ski down intermediate type slopes maintaining balanced control, speed, and direction using a range of recreational techniques incorporating the fundamental elements of skiing.</p> <p>This will involve the participant in a range of manoeuvres up to and including linked early basic parallel turning.</p>		<p>Consideration of both of these fundamental elements should be evident in the participant's performance.</p> <p>Awareness of 'control' (speed and and 'adjustments' (surface and slope) will involve candidates in decisions relating to their speed, line of travel, surface and slope which should be reflected in the variations of turn radius and type, and route chosen during their descent of an intermediate type slope.</p>	<p>bending to control turning pressure throughout latter part of arc. co-ordinated effective turn linking movements.</p> <p>Basic Paralleling: (developmental) The process of paralleling involves simultaneous leg actions together with the development of hip crossover, promoting simultaneous edge change, allowing the skis to remain parallel throughout the turn. The developmental stages of paralleling relate to establishing the basic turning movements sequence through to developed use of the same sequence reflected in more effective turns of varying radius.</p> <p>The participants development at this level will evolve in order that they can demonstrate early basic parallel turning.</p>

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<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>
			<p>Basic Parallel Turns - (early): the participant shows:</p> <p>leg stretching to secure early pressure on turning ski. hip crossover promoting simultaneous edge change on both skis. simultaneous leg and foot rotation; skis parallel throughout. bending to control turning pressure throughout later part of arc open effective skiing stance throughout. co-ordinated effective turn linking movements.</p>

ALPINE SKIING

Sporting Activity (Higher) - Outcome 1 'Refine performance in the sporting activity in demanding contexts'

PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.		PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.	PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in demanding contexts and for later progression.</p> <p>Performance by the participant in a demanding context will be reflected in their development of the 'fundamental elements' of Alpine Skiing which are: Body Management Steering Control Adjustments</p>	<p>Through skiing down intermediate and advanced type slopes, participants must show an ability to demonstrate linked parallel turns of varying radius and type.</p> <p>In terms of technique the fundamental elements of, 'body management' and 'steering', are key developmental areas of the participant's performance demanding level</p> <p>'Body management' will be evident throughout participant's performance through usually maintaining good posture, balance, agility, co-ordination and rhythm in all activities.</p>	<p>On intermediate and advanced type slopes the participant can maintain, control of speed, balance and direction. During the descent of intermediate and advanced slopes the participant will select and apply from the repertoire of parallel turns available, the most appropriate method of turning to suit both the slope and conditions.</p> <p>The range of turning methods available at this developmental level are: Parallel Turns: long, medium and short radius with pole plant. Parallel Turns (variation): compression turns with pole plant.</p>	<p>The fundamental elements of Alpine Skiing, as appropriate, should be apparent in the participant's performance during all related activities.</p> <p>In a demanding context the developmental stage is: Paralleling</p> <p>Paralleling: (developmental)</p> <p>The process of paralleling involves simultaneous leg actions and the skis remain parallel throughout the turn.</p>

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>These fundamental elements should be applied in a demanding context, at the relevant developmental stage, to recognised progression within Alpine Skiing as follows: Introductory Activities Sliding Ploughing Swinging Paralleling</p> <p>Physical environment plays an important part in the contextual application of Alpine Skiing at a demanding level.</p> <p>Activities should take place on appropriate slopes and in appropriate conditions.</p>	<p>'Steering' control will be evident throughout the participant's performance through the apparent use of pressure control, control of rotation and edge control.</p> <p>The skilful application of early pressure, rotation and edging, together with bending and stretching movements, will result in the effective demonstration of linked parallel turns of a variable radius.</p> <p>At this level the developmental stage is:</p> <p>Paralleling (developmental).</p>	<p>The participant can recognise and choose pathways and routes down intermediate and advanced type slopes while observing all relevant safety procedures and showing consideration for other slope users.</p> <p>This decision making process involves two fundamental elements of Alpine Skiing, 'Control', of speed, and of line, and 'Adjustments' for surface, and for slope</p> <p>Through learning, participants will develop an ability to anticipate and interpret the elements of 'control' and 'adjustments' in the context of skiing down intermediate and advanced type slopes.</p>	<p>At this level the participant has developed a refined ability to apply the fundamentals of Alpine Skiing to a sequence of turning movements resulting in established control and fluency while performing parallel turns.</p> <p>This will be evident in the participant's ability to adapt, adjust and apply appropriate variations in paralleling to variations in slope and surface.</p> <p>Parallel Turns: the participant shows:</p> <p>accurate and co-ordinated use of pole plant. active leg stretching to secure early pressure on turning ski. hip crossover and simultaneous edge change on both skis.</p>

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>At this demanding level participants are required to perform on intermediate and advanced type 'on piste' slopes on snow</p> <p>The participant can effectively ski down advanced type slopes, on piste, on snow, whilst maintaining balanced control, speed, and direction using a range of techniques incorporating the fundamental elements of skiing.</p> <p>This will involve the participant in a range of manoeuvres up to and beyond simple parallel turns and will include varying radius and type.</p>	<p>The techniques relating to this developmental stage are:</p> <p>Parallel Turns: long, medium and short radius with pole plant.</p> <p>Parallel Turns (variation): compression turns with pole plant.</p>	<p>Consideration of both of fundamental elements should be evident in the participant's performance.</p> <p>Awareness of 'control' (speed and line) and 'adjustments' (surface and slope) will involve candidates in decisions relating to speed, line of travel, surface and slope which should be reflected in the variations of turn radius and type, and route chosen their descent of intermediate and advanced type slopes.</p>	<p>Simultaneous leg and foot rotation. skis remain parallel throughout. open effective skiing stance throughout.</p> <p>Recognisable adjustment of application of turn 'movement sequence' to vary the radius of turns. Co-ordinated effective turning movements.</p>

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts</p>	
			<p>Parallel Turns (variation) - Compression Turns: the participant shows: anticipated leg bending to absorb slope variations (bumps) accurate and co-ordinated use of pole plant hip crossover and simultaneous edge change on both skis. Simultaneous leg and foot rotation from a lowered body position. active leg stretching to maintain turning pressure. Recognisable adjustment of application of turn 'movement sequence' to vary the radius of turns. Anticipated ready position for next turn.</p>

ALPINE SKIING

Sporting Activity (Advanced Higher) - Outcome 1 ‘Refine performance in the sporting activity in increasingly demanding contexts’

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in demanding contexts and for later progression.</p> <p>Performance by the participant in a demanding context will be reflected in their continued development and refinement of the 'fundamental elements' of Alpine Skiing which are:</p> <ul style="list-style-type: none"> Body Management Steering Control Adjustments 	<p>Through skiing down advanced type slopes, participants must show an ability to demonstrate linked parallel turns of varying radius and type.</p> <p>In terms of technique the fundamental elements of, ‘body management’ and ‘steering’, are key developmental areas of the participant’s performance at a demanding level.</p> <p>'Body management' will be evident throughout the participant’s performance through usually maintaining good posture, balance, agility, co-ordination and rhythm in all activities.</p>	<p>On advanced type slopes the participant can maintain, control of speed, balance and direction. During the descent of intermediate and advanced slopes the participant will select and apply from the repertoire of parallel turns available, the most appropriate method of turning to suit both the slope and conditions. The range of turning methods available at this developmental level are:</p> <p>Parallel Turns: long, medium and short radius with pole plant.</p> <p>Parallel Turns (variation): compression turns with pole plant.</p>	<p>The fundamental elements of Alpine Skiing, as appropriate, should be apparent in the participant’s performance during all related activities</p> <p>In a demanding context the Developmental stage is:</p> <ul style="list-style-type: none"> Paralleling Beyond Paralleling <p>Paralleling: (development)</p> <p>The process of paralleling involves simultaneous leg actions and the skis remain parallel throughout the turn.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>The fundamental elements should be applied in a demanding context, at the relevant developmental stage, recognised progression within Alpine Skiing as follows: Introductory Activities Sliding Plough Swinging Paralleling Beyond Paralleling</p> <p>Physical environment plays an important part in the contextual application of Alpine Skiing at a demanding level.</p>	<p>'Steering' control will be evident throughout the participant's performance through the apparent use of pressure control, control of rotation and edge control.</p> <p>The skilful application of early pressure, rotation and edging, together with bending and stretching movements, will result in the effective demonstration of linked parallel turns of a variable radius and type.</p>	<p>Parallel Turns (variation): short swings Beyond Parallel: Step Turns (variations): parallel and skating</p> <p>The participant can recognise and choose pathways and routes down intermediate and advanced type slopes while observing all relevant safety procedures and showing consideration for other slope users.</p> <p>This decision making process involves two fundamental elements of Alpine Skiing,</p>	<p>At this level the participant has developed a refined ability to apply the fundamentals of Alpine Skiing to basic turning movements resulting in established control and fluency while performing parallel turns of varying radius, type and speed. Once established this evolves into an enhanced awareness of the 'steering' fundamentals allowing the introduction of parallel turn variations. This will be evident in the participant's ability to ski in a controlled and fluent manner and to adapt, adjust and apply appropriate variations in parallel turning to variations in slope and surface.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
<p>Activities should take place on appropriate slopes and in appropriate conditions. At this demanding level participants are required to perform on advanced level slopes on snow.</p> <p>The participant can effectively ski down advanced type slopes, on piste, on snow, whilst maintaining balanced control, speed, and direction using a range of techniques incorporating the fundamental elements of skiing.</p>	<p>The developmental stage is: Paralleling (developmental) Beyond Paralleling (developmental)</p> <p>The techniques relating to this developmental stage are:</p> <p>Parallel Turns: long, medium and short radius with pole plant.</p> <p>Parallel Turns (variation): compression turns with pole plant.</p> <p>Parallel Turns (variation): short swings</p> <p>Beyond Parallel: Step Turns (variations): parallel step and skating.</p>	<p>'Control', of speed, and of line, and 'Adjustments' for surface, and for slope.</p> <p>Through learning, participants will develop an ability to anticipate and interpret the elements of 'control' and 'adjustments' in the context of skiing down advanced type slopes. Consideration of both of these fundamental elements should be evident in the participant's performance.</p>	<p>Parallel Turns: the participant shows:</p> <p>accurate and co-ordinated use of pole plant; active leg stretching to secure early pressure on turning ski. Hip crossover together with simultaneous edge change on both skis.</p> <p>Simultaneous leg and foot rotation; skis remain parallel throughout with open effective skiing stance. Leg bending to control turning pressure throughout the turn and effective turn linking movements. Recognisable adjustment of application of 'movement sequence' to vary the radius of turns. co-ordinated effective turn linking movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
		<p>Awareness of 'control' (speed and line) and 'adjustments' (surface and slope) will involve candidates in decisions relating to their speed, line of travel, surface and slope which should be reflected in the variations of turn radius and type, and route chosen during their descent of intermediate and advanced type slopes.</p>	<p>Parallel Turns (variation) – Compression Turns. The participant shows: anticipated leg bending to absorb slope variations (bumps); accurate and co-ordinated use of pole. Hip crossover together with simultaneous edge change on both skis. Simultaneous leg and foot rotation from a lowered position. Active leg stretching to maintain turning pressure. Skis remain parallel throughout with open effective skiing stance. Recognisable adjustment of application of turn 'movement sequence' to vary the radius of turns. Anticipated ready position for next turn and co-ordinated effective turn linking movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
			<p>Parallel Turns (variation) - Short Swing Turns: the participant shows: strong edge set rebound together with accurate and co-ordinated pole plant Active leg extension; simultaneous leg and foot rotation with skis remaining parallel throughout. fall line direction of travel with linked rhythmical co-ordinated movements. skid phase to ready position for next turn and co-ordinated effective turn linking movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
			<p>Step Turns (parallel): the participant shows:</p> <p>Accurate parallel stepping action with co-ordinated pole plant and weight transfer to turning ski. Hip crossover, effective use of edges with skis remaining parallel throughout turning arc.</p> <p>Pressure control throughout turning arc with appropriate leg bending.</p> <p>Skiing speed maintained throughout, co-ordinated effective turn linking movements.</p> <p>Step Turns (Skating): the participant shows: Accurate, dynamic, projected stepping action with weight transfer onto turning ski. Accurate and co-ordinated pole plant.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
			<p>Hip crossover, effective use of edges with skis remaining parallel throughout remainder of turning arc. Pressure throughout turning arc with appropriate leg bending. Skiing speed maintained or increased throughout turning arc Effective turn linking movements.</p>

Overview of Development/Demand Levels Relating to Performance Only Between a Range of Reference Sources

Alpine skiing Technique Development/Level	Performance Areas Slope/Reference	SQA Unit Development Level/Reference	British Alpine Ski Awards Level/Reference	Scottish National Ski Council – Level/Reference
Introductory Activities	Novice and beginner slopes including dry slopes	Access 3/Intermediate 1	Level 1	
Sliding/Ploughing			Level 1	
Early Plough Turning (developmental)	Beginner type slopes including dry slopes.	Access 3	Level 2	
Plough Turning (developmental)	Beginner type slopes including dry slopes	Intermediate 1	Level 2	
Plough Turning (developmental)	Intermediate slopes including dry slopes	Intermediate 2	Level 3	
Basic Swinging (developmental)			Level 3 Level 4	

Alpine skiing Technique Development/Level	Performance Areas Slope/Reference	SQA Module Development Level/Reference	British Alpine Ski Awards Level/Reference	Scottish National Ski Council – Level/Reference
Early Paralleling (developmental)	Intermediate slopes Including dry slopes	Intermediate 2		
Paralleling (developmental)	Intermediate/advanced Slopes on snow	Higher	Level 4	
Paralleling (developmental)	Intermediate/advanced Slopes on snow	Higher		
Beyond Paralleling	Advanced slopes on snow	Advanced Higher	Level 5	Alpine Ski Leader and Artificial Ski Slope Instructor

SWIMMING

Sporting Activities: An Introduction (Access 3)- Outcome 1 'Perform skilfully in three different activities at a novice level'

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>		<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>For all swimming strokes the recognised techniques are Front crawl, Back crawl, Butterfly and Breaststroke accompanied by relevant starts and finishes. The extent to which the participant is required to complete these strokes with regard to the three important factors of:</p> <ul style="list-style-type: none"> i, number of different swimming techniques required; ii, ability to sustain performance over particular distances; iii, ability to swim techniques at a certain speed; <p>will be addressed in the descriptions of performance at each level.</p>	<p>In both crawl strokes the arm action will be simultaneous and continuous but may appear rather straight on entry and lack a phased pull. Entry will often result in splashing and recovery will be inefficient without a high elbow in front crawl. In back crawl the participant may through lack of flexibility and limited technique find it difficult to circle the arms close enough to the side of the head in recovery.</p> <p>In front crawl breathing will often be erratic exhalation and inhalation occurring with the raised and resultant loss of momentum. The timing in front crawl often lacks co-ordination, sometimes appearing</p>	<p>At this level the participant should be able to follow relevant rules and procedures that allow them to learn and develop their swimming potential.</p> <p>They should be aware of general swimming safety rules and those specific procedures that apply to using the pool they are learning to swim in. Their performance and behaviour should be of their respect and understanding of these rules.</p> <p>They should respect other pool users at all times, both within and outside their group.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>	
<p>The participant should be competent in a few of the key elements of two of the identified strokes. The key elements of the stroke are body position, leg action, arm action, breathing and timing.</p> <p>At this level there are no speed demands. The participant should be able to swim approximately 25m prior to the onset of fatigue and stroke deterioration.</p> <p>At this level there will be improvements needed in control and fluency in some of the key elements of the stroke. For example in front crawl and back crawl through improving the body position to ensure greater streamlining. In front crawl the body will often be over inclined from head to feet. The head will often be held high to accommodate breathing or held very low with water going right over to the upper back. These weaknesses result in poor overall technique and often an overly physical response from the participant. In back crawl the participant may often appear to sit in the water out of poor water confidence.</p>	<p>reasonable until the participant has to breathe when rapid deterioration control occurs.</p> <p>In breaststroke the broad outline of the stroke should be recognisable. There will be need though for improvements in the overall efficiency of the stroke most notably through more effective leg and arm action. Often the leg action will suffer from a screw kick and the arm action will often be quite wide with of loss of an effective pull in the action. Breathing will occur but not always within the strict pull, breath, kick phasing of the stroke.</p> <p>Butterfly is unlikely to be one of the attempted strokes used at this level. If it is a broad approximation of the whole stroke should be evident with a simultaneous arm cycle and leg movements.</p>	<p>They should be aware of the importance of simple procedures that support safe swimming such as pool signals and evacuation procedures.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>		<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>A flatter body position with head held in line with the body and eyes looking upwards and forwards is required. In both crawl strokes the leg action may be over exaggerated with too much knee bend. This may lead to added resistance being created by the participant.</p>	<p>For all strokes starts will often be in the water. A glide should be evident although entry into the swim often occurs too soon and results in a loss of momentum. Inconsistency in some of the key elements of the stroke often results in the finish being misjudged and e.g. in breaststroke one handed.</p> <p>The participant at this level should be able to use floats for part swimming of different strokes to enhance performance. For example using arm floats to concentrate on leg action only and alternately through using leg floats to concentrate on arm actions only.</p>	

SWIMMING

Sporting Activity (Intermediate 1) - Outcome 1 'Perform skilfully in the sporting activity at an introductory level'

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>For all swimming strokes the recognised techniques are Front crawl, Back crawl, Butterfly and Breaststroke accompanied by relevant starts and finishes. The extent to which the participants are required to complete these strokes regard to the three important factors of:</p>	<p>Starts, if pool depth allows, should be appropriate to stroke and are usually dynamic with forward momentum developed from a balanced, set position into the flight. The flight trajectory may be inconsistent resulting in a poor entry and glide phase. A smooth entry into the swim is usually evident although there may be some loss of momentum.</p>	<p>At this level the participant should be able to demonstrate efficient technique and proficient performance in two strokes and developing competence in one other.</p> <p>The performance of each stroke should be in demanding contexts where the key elements of each stroke are required to be sustained for success.</p> <p>These should be against performers of similar ability over various distances from 25m to 50m given that the greater the distance and speed the more demanding the performance becomes.</p>	<p>At this level control and fluency will be evident in some of the key elements in the two main strokes but may be limited in a third stroke.</p> <p>Control and fluency in front crawl and back crawl is developing through improving body position to ensure greater streamlining. In front crawl the body will still occasionally be over inclined from head to feet.</p>

PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.	PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.	PC(c) Appropriate movement patterns during performance at an introductory level are used.	
<p>i, number of different swimming techniques required; ii, ability to sustain performance over particular distances; iii, ability to swim techniques at a certain speed; will be addressed in the descriptions of performance at each level.</p> <p>The participant should be competent in a some of the key elements of two of the identified strokes and being able to make some attempt the other strokes. The key elements of the stroke are body position, leg action, arm action, breathing and timing.</p> <p>At this level there are few speed demands. The participant should be able to swim approximately 50m prior to the onset of fatigue and stroke deterioration.</p>	<p>Stroke rhythm begins to become inconsistent as the participant anticipates the turn. A controlled finish is usually evident although the participant can loose form over last ten metres or slow down as they anticipate the finish. Participants at this level should be able to use floats for part swimming of different stokes to enhance performance, for example, using arm floats to concentrate on leg action only and alternately through using leg floats to concentrate on arm actions only.</p>	<p>The participant should be able to make some decisions in whole performance. For example swimming at a consistent speed over 50m.</p>	<p>The head will often be held high to accommodate breathing or held very low. These weaknesses often result in an overly physical response from the participant. In back crawl a flatter body position with head held in line with the body and eyes looking upwards and forwards is required. In both crawl strokes the leg action may be exaggerated with too much knee bend. This may lead to resistance being created by the participant.</p> <p>In both crawl strokes the arm action will be simultaneous continuous but may appear rather straight on entry and lack a phased pull. Entry will often result in splashing recovery will be inefficient without a high elbow in front crawl.</p>

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>	
			<p>In back crawl the participant may, through lack of flexibility and limited technique, find it difficult to circle the arms close enough to the side of the head in recovery.</p> <p>In front crawl breathing will often be erratic exhalation and inhalation occurring with the head r and resultant loss of momentum. The timing in front crawl often lacks co-ordination.</p>

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>
			<p>In breaststroke the body position may be over inclined from head to feet resulting in a loss of streamli There will be need though for improvements in the overall efficiency of the stroke through more effective leg and arm action. Often the leg action may lack power possibly as the result of one or more feet being turned in to engage the water with the top of the foot (screw kick). Arm action will be simultaneous on the same horizontal plane and consist of an outswEEP, downswEEP and inswEEP phase.</p>

<p>PC(a) Techniques appropriate to an introductory level are skilfully in the sporting activity with occasional consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>
			<p>although there may be some over exaggeration of one or more of these phases. Recovery should involve dropping of the elbows and tucking them into the sides before the hands move forward to full recovery. Breathing exhalation should occur during the recovery and inhalation as the hands come under the chin. Timing shows some lack of co-ordination which may be evident in a jerky stroke.</p> <p>Butterfly is unlikely to be one of the strokes used at this level. If it is a broad approximation of the whole stroke should evident with a simultaneous arm cycle and leg movements with reasonable propulsion occurring.</p>

SWIMMING

Sporting Activity (Intermediate 2) - Outcome 1 'Perform skilfully in the sporting activity at a recreational level'

PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.	PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.	PC(c) Appropriate movement patterns during performance at a recreational level are used.	
<p>For all swimming strokes the recognised techniques are Front crawl, Back crawl, Butterfly and Breaststroke accompanied by relevant starts and finishes. The extent to which participants are required to complete these strokes with regard to the three important factors of:</p> <ul style="list-style-type: none"> i, number of different swimming techniques required; ii, ability to sustain performance over particular distances; iii, ability to swim techniques at a certain speed; will be addressed in the descriptions of performance at each level. 	<p>Starts should be appropriate to stroke and are generally dynamic with forward momentum developed from a balanced, set position into the flight, entry and glide phase with a smooth entry into the swim usually without loss of momentum.</p> <p>Stroke rhythm is generally maintained up to entry into the turn. There may be some loss of momentum as body enters pike or tuck phase. Rotation is usually fast although may be some misjudgement of distance to the wall resulting in a drive. As the body opens out and extends into the glide phase there may be occasional lack of directional control.</p>	<p>At this level the participant should be able to demonstrate efficient technique and proficient performance in three strokes and developing competence in the other one.</p> <p>The performance of each stroke should be in demanding contexts where the key elements of each stroke are required to be sustained for success. These should be against performers of similar ability over varied distances up to 80m.</p> <p>Participants should be able to make some relevant decisions in whole performance.</p> <p>For example swimming at a consistent speed over 80m.</p>	<p>At this level control and fluency will be evident in most of the key elements of three of the identified strokes and being able to make some attempt at the other stroke. However there may be some inconsistency especially in more demanding contexts such as during the last 20m of a 80m swim.</p> <p>Control and fluency in front crawl back crawl is becoming refined. body position is streamlined. In crawl strokes the leg action occasionally be exaggerated with too much knee bend. This may to resistance being by the participant</p>

PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.	PC(c) Appropriate movement patterns during performance at a recreational level are used.
<p>The participant should be competent in most of the key elements of three of the identified strokes and being able to make some attempt at the stroke.</p> <p>The key elements of the stroke are position, leg action, arm action, breathing and timing.</p> <p>At this level there are few speed demands, although reasonably sustained swimming should be evident over shorter distances. Participants should be able to swim approximately 80m prior to the onset of fatigue and stroke deterioration.</p>	<p>A controlled finish is usually evident with participant maintaining form over last ten metres to extended touch as appropriate to stroke.</p>		<p>In both crawl strokes the arm action will be simultaneous continuous but may appear rather straight on entry and lack a phased pull. In back crawl the arm action is continuous but may be windmill like with a straight arm pull phase and a tendency to be bent on recovery resulting poor entry position and shortened pull. Stroke may appear cumbersome and uneconomical as length of swim increases. In front crawl turning rather than lifting of the head.</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>
			<p>In breaststroke the body position is streamlined. The leg should be continuous with flexion and extension and a definite push/drive phase in the kick. Arm action will be simultaneous on the horizontal plane and consist of an outswEEP, downswEEP and inswEEP phase although there be some lack of overall control. Recovery should involve dropping of the elbows and tucking them into the sides before the hands move forward to full reco</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>	
			<p>Breathing exhalation should occur during the recovery and inhalation as the hands come under the chin. Timing shows some lack of co-ordination which may result in a jerky stroke.</p> <p>Butterfly may well be one of the strokes used at this level. Leg action is simultaneous and continuous kicking upwards and downwards. Action begins at hips as legs begin up beat. As the legs rise to the surface knees bend as hips drop slightly below surface. Arm action is simultaneous and continuous.</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>
			<p>Breathing occurs as the arms finish the propulsive phase and begin to recover and the head is out of the water. This is done through lifting the head at this stage. There is likely to be irregular leg to arm beats at this stage.</p>

SWIMMING

Sporting Activity (Higher) - Outcome 1 'Refine performance in the sporting activity in demanding contexts'

PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.	PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.	PC(c) Control and fluency are demonstrated in refining performance in demanding contexts	
<p>For all swimming strokes the recognised techniques are Front crawl, Back crawl, Butterfly and Breaststroke accompanied by relevant starts and finishes. The extent to which the participant is required to complete these strokes with regard to the three important factors of:</p> <ul style="list-style-type: none"> i, number of different swim techniques required ii, ability to sustain performance particular distances; iii, ability to swim a techniques certain speed; will be addressed in the descriptions of performance at each level. 	<p>Starts should be appropriate to stroke and be dynamic with forward momentum developed from a balanced, set position into the flight, entry and glide phase with a smooth entry into the swim without any loss of momentum.</p> <p>Stroke rhythm should be maintained up to entry into the turn. There should be little loss of momentum as body enters pike or tuck phase. Rotation should be fast and close to the wall to utilise a strong drive off the wall as the body opens out and extends into the glide phase with little pause.</p>	<p>At this level the participant should be able to demonstrate efficient technique and proficient performance in three strokes and developing competence in the other one.</p> <p>The performance of each stroke should be in demanding contexts where the key elements of stroke are required to be sustained for success. These should be against performers of similar ability over distances from 50m, 100m to 160m or extended swim.</p>	<p>At this level the three strokes should show a high level of control and fluency and being able to make an effective attempt at the other stroke. However there may be some inconsistency especially in more demanding contexts such as during the last 20m of a 100m swim.</p> <p>Control and fluency in front crawl back crawl is becoming refined The body position is streamlined and almost horizontal with a slight incline down to the hips. Leg action is alternating and continuous, balancing the movements of the arms.</p>

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>The participant should be competent in all of the key elements of three of the identified strokes and being able to make an effective attempt at the other stroke. The key elements of the stroke are body position, leg action, arm action, breathing and timing.</p> <p>At this level there are speed demands, reasonably sustained sprint swimming should be evident over shorter distances up to 80m.</p> <p>The participant should be able to swim approximately 100 - 160m prior to the onset of fatigue and stroke deterioration.</p>	<p>A controlled finish should be evident with participant maintaining form over last ten metres, accelerated leg action and head down to extended touch as appropriate to stroke.</p>	<p>The participant should be able to make some relevant decisions in whole performance. For example swimming at a consistent speed over 100m.</p>	<p>Initiated from the hip with long legs and slight bend at knee, relaxed ankles with toes pointed. Timing appropriate to participant and distance. Arm action alternating and continuous. In back crawl entry hand with palm facing outwards between shoulder and head with arm slightly flexed at elbow in over the barrel position. Smooth arm pull in motion to recovery with elbow in leading followed by hand. Breathing fits in with the stroke pattern and should be regular, controlled and if necessary bilateral. The timing should be smooth, balanced and should constant effective propulsion with no unnecessary resistance.</p>

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
			<p>In breaststroke the body position is streamlined. The leg should be continuous with ankle flexion and extension and a definite push/drive phase in the kick. Arm action will be simultaneous on the horizontal plane and consist of a strong pull phase with effective overall control. Recovery should involve dropping elbows and tucking them into the sides before the hands move forward to full recovery. Breathing exhalation should occur during the recovery and inhalation as the hands come under the chin. Timing shows some effective co-ordination.</p>

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency demonstrated in refining performance in demanding contexts.</p>
			<p>Butterfly may well be one of the strokes used at this level. Leg action is simultaneous and continuous kicking upwards and downwards. Action begins at hips as legs begin up beat. As the legs rise to the surface knees bend as hips drop slightly below surface. Arm action is simultaneous and continuous with a definite strong angled pull from a catch position. Breathing occurs as the arms finish the propulsive phase and begin to recover and the head is out of the water.</p> <p>This is done through part lifting the head and part forcing the chin forward at this stage.</p>

SWIMMING

Sporting Activity (Advanced Higher) - Outcome 1 'Refine performance skilfully in the selected activity in increasingly demanding contexts'

PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.		PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.	PC(c) Control and fluency demonstrated in performance in increasingly demanding contexts.
For all swimming strokes the recognised techniques are Front crawl, Back crawl, Butterfly Breaststroke accompanied by relevant starts and finishes. The extent to which the participant is required to complete these strokes with regard to the three important factors of: i number of different swimming techniques required; ii ability to sustain performance particular distances; iii ability to swim techniques at a certain speed; will be addressed in the descriptions of performance at level.	Starts should be appropriate to stroke and be dynamic with forward momentum developed from a balanced, set position into the flight, entry and glide phase with a smooth entry into the swim without any loss of momentum. Stroke rhythm should be maintained up to entry into the turn. There should be no loss of momentum as body enters pike or tuck phase. Rotation should be fast and close to the wall to utilise a strong drive off the wall as the body opens out and extends into the glide phase without any pause.	At this level the participant should be able to demonstrate efficient technique and proficient performance in three strokes and competence in the other one. The performance of each stroke should be in demanding contexts. These should be against performers of similar ability over varied distances from 50m, 100m to 200m individual medley or an extended swim. For these performances the participants should be able to make relevant decisions that compliment and enhance their overall performance.	At this level three strokes should show a high level of control and fluency and being able to develop a high level of control and fluency in the other. There should be very little inconsistency even in demanding contexts such as during the last 40m of a 200m swim. Control and fluency in front crawl and back crawl is refined. The body position is streamlined and almost horizontal with a slight incline down to the hips. Leg action is alternating and continuous, balancing the movements of the arms.

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the selected sporting activity.</p>		<p>PC(b) Appropriate decisions during performance made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency demonstrated in performance increasingly demanding contexts.</p>
<p>The participant should be competent in all of the key elements of three of the identified strokes and being able to make an effective attempt at the other stroke. The key elements of the stroke are body position, leg action, arm action, breathing and timing. At this level are speed demands, reasonably sustained sprint swimming should be evident over shorter distances up to 100m. Participants should be able to swim approximately 200m prior to the onset of fatigue and stroke deterioration.</p>	<p>A controlled finish should be evident with the participant maintaining form over last ten metres, accelerated leg action and head down to extended touch as appropriate to stroke.</p>		<p>Initiated from the hip with long legs and slight bend at knee, relaxed ankles with toes pointed. Timing appropriate participant and distance.</p> <p>Arm action alternating and continuous. In back crawl entry hand with palm facing outwards between shoulder and head with arm slightly flexed at elbow in over the barrel position. Smooth arm pull in motion to recovery with elbow leading followed by hand. Breathing should be regular, controlled and if necessary bilateral. The timing should be smooth, balanced and should have constant propulsion.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the selected sporting activity.</p>	<p>PC(b) Appropriate decisions during performance made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in performance in increasingly demanding contexts.</p>	
			<p>In breaststroke the body position is streamlined. The leg should be continuous with ankle flexion and extension and a definite push/drive phase in the kick. Arm action will be simultaneous on the same horizontal plane and consist of a strong pull phase with effective overall control.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the selected sporting activity.</p>	<p>PC(b) Appropriate decisions during performance made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency demonstrated in performance increasingly demanding contexts.</p>	
			<p>Recovery should involve dropping of the elbows and tuck them into the sides before the hands move forward to full recovery. Breathing exhalation occurs during the recovery and inhalation as the hands come under the chin. Timing shows effective co-ordination.</p> <p>In butterfly the body is streamlined and horizontal although this alters as body undulates in dolphin pattern from head to toe. Leg action is simultaneous and continuous kicking upwards and downwards. Action begins at hips as legs begin up beat.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the selected sporting activity.</p>	<p>PC(b) Appropriate decisions during performance made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency demonstrated in refining performance in increasingly demanding contexts.</p>
		<p>As the legs rise to the surface knees bend as hips drop slightly below surface. The feet then whip down in a deep kick allowing hips to rise again.</p> <p>Arm action is simultaneous and continuous with the hands tracing a keyhole shape as they outwards, downwards, inwards and finally upwards and outwards leaving the water by the thighs for recovery over the water. Breathing occurs as the finish the propulsive phase and being to recover and the head is out of the water. This is done by pushing the chin forward rather than lifting the head. There are usually two kicks to each cycle.</p>

BASKETBALL

Sporting Activities: An Introduction (Access 3) - Outcome 1 'Perform skilfully in three different activities at a novice level'

PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.		PC(b) Relevant rules procedures are adhered to during participation in the three activities.
<p>At this level the participant is being introduced to and developing some of the important movements that define this particular activity. Court movement techniques should show some effective footwork, the ability to move between attack and defence and to attempt to pivot to retain possession.</p> <p>Their footwork should be mostly balanced and controlled with a wide base of support and low centre of gravity when necessary to retain possession. They should be able to take both small and large steps as necessary to assist in movement effectively. Some ability to move in different directions under control should be evident. For example at modest speeds being able to move backwards and across to cover space in defence.</p>	<p>They should be familiar with different shooting techniques and use these techniques in an identifiable way. Some shots may appear a little forced and many areas of refinement are necessary. Taking people on 1 vs 1 will be used rarely. They can dribble in quite well and complete an unopposed lay up shot quite effectively.</p> <p>At this level the participant should be developing ability to follow game patterns of play at a novice level. They should begin to anticipate changing from defence to offence and move accordingly. Occasionally they can follow changes in team play. For example through following the next moves in simple plays such as an outlet pass from defence at the beginning of a fast break.</p>	<p>At this level the participant should be able to follow relevant rules and procedures that allow passages of play to develop both in practices and small games. At this level participants should play according to the basic rules of fair play and safe well being of others.</p> <p>They should begin to realise the demanding but not overly physical nature of the game and should avoid unnecessary contact.</p> <p>They should be aware of the team nature of the game and play with this concept in mind. They should play according to the rules which have been determined for their particular setting.</p>

PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.		PC(b) Relevant rules procedures are adhered to during participation in the three activities.
<p>They should be able to jump stop if necessary and show an effective basic stance. They should show relative ease securing the ball. This should help to retain possession in both defence and in attack.</p> <p>Their passing should show reasonable accuracy with some effective timing and weighting, however it may be relatively limited in terms of use of different passes and with limited variation. Passes are likely to have limited penetration when under active pressure. Most of their 'safe' passes round the attacking periphery are usually effective.</p> <p>Their dribbling show be reasonably fluent and controlled, however it may be over-used and show a lack of control when under active pressure.</p>	<p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on court which in defence and offence which show some limited positional sense.</p> <p>Their posture, stance and joint alignment beginning to help them to control space in different positions. This spatial control and fluency is beginning to allow their techniques of passing, shooting to benefit.</p> <p>If playing man to man defence they can usually follow their opponents movements and can occasionally control space between opponents and the basket.</p> <p>In defence they can usually stay between opponent and the basket at the beginning of an attack.</p>	<p>They should be aware of the importance of simple procedures that support the rules of the game such as safe playing areas, correct equipment.</p>

BASKETBALL

Sporting Activity (Intermediate 1) - Outcome 1 'Perform skilfully in the sporting activity at an introductory level'

PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.	PC (c) Appropriate movement patterns during performance at an introductory level are used.
<p>At this level the participant is being introduced to and developing some of the sport specific necessary for later progression. The court movement techniques of the performance should show effective footwork, the ability to move easily between attack and defence and to pivot to retain possession.</p> <p>Their footwork should be balanced and controlled with a wide base of support and low centre of gravity when necessary to retain possession.</p>	<p>Taking people on 1 vs 1 will be used rarely.</p> <p>They can dribble in quite well complete an unopposed lay up quite effectively.</p> <p>Their ability to rebound is modest, perhaps through being unable to dominate space block out.</p>	<p>At this level the participant should be able to select and combine options that show effective decision making in both attack and defence. On occasion the participant may be able to instigate changes in team play. For example through setting up different types of attacks or closing down opponents or space in defence.</p> <p>Participants show a limited number of options for creating space and outmanoeuvring opponents both individually and as part of linked team play.</p>	<p>At this level the participant should be developing ability to follow game patterns of play at an introductory level. They should begin to anticipate changing from defence to offence and move accordingly. Occasionally they can follow changes in team play. For example through following the next moves in simple plays such as an outlet pass from defence at the beginning of a fast break or setting up a up pass and cut to the basket in attack.</p>

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>They should be able to jump stop if necessary and show an effective basic stance. They should show relative ease when securing the ball and ability to adopt a ‘triple threat’ position in attack in order to make a contribution to the team when attacking.</p> <p>Their passing should show reasonable accuracy with effective timing and weighting, however it may be relatively limited in terms of use of different passes and variation and penetration when under active pressure. Most of ‘safe’ passes round the attacking periphery are usually effective.</p>		<p>Occasionally this could involve deception, disguise and the ability to improvise in unexpected situations. Players can with guidance follow a planned strategy and make some decisions during play about opponent’s strengths / weaknesses and react to these. For example playing a man to man defence and adopting certain attacking roles in offence.</p> <p>Players at this level are beginning to recognise the overall benefits of high percentage passing as part of team play and make decisions during play which usually make this apparent. This is in preference to using more problematic options such as dribbling in defence and selecting low percentage scoring options.</p>	<p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on court in defence and offence which reflect their responsibilities.</p> <p>Their posture, stance and joint alignment are beginning to help them to control space in different positions. This spatial control and fluency is beginning to allow their techniques of passing, shooting etc to benefit.</p> <p>If playing man to man defence they can usually follow their opponent’s movements and can occasionally control space between opponents and the basket.</p>

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>	
<p>Their dribbling should be reasonably fluent controlled however it may be over-used and show a lack of control when under active pressure.</p> <p>They should be familiar with different shooting techniques and use these techniques in an identifiable but limited way. Some shots may appear a little forced and many areas of refinement may be necessary.</p>			<p>In defence they can and increase their degree of opposition as their opponents become more of an attacking threat.</p>

BASKETBALL

Sporting Activity (Intermediate 2) - Outcome 1 'Perform skilfully in the sporting activity at a recreational level'

PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.	PC (c) Appropriate movement patterns during performance at a recreational level are used.
<p>At this level the participant is developing and partly refining some of the sport specific movements necessary for later progression.</p> <p>The court movement techniques of the performance should show effective fluent footwork, the ability to move quickly between attack and defence and to pivot to retain possession.</p> <p>Their footwork should be balanced and controlled with a wide base of support and low centre of gravity, when necessary, to retain possession and dominate space.</p>		<p>At this level the participant should be able to select and combine options that show effective decision making in both attack and defence. On occasion the participant may be able to instigate changes in team play. For example through setting up different types of attacks or closing down opponents or space in defence.</p> <p>Participants show a limited number of options for creating space and outmanoeuvring opponents both individually and as part of linked team play.</p>	<p>At this level the participant should show an effective ability to follow game patterns of play at a recreational level. They should anticipate changing from defence to offence and move accordingly. Occasionally they should set up changes in team play. For example through setting up simple plays such as an outlet pass from defence at the beginning of a fast break or setting up a pass and cut to the basket in attack.</p>

<p>PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to a recreational level</p>	<p>PC (c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>They should be able to jump stop if necessary and show an effective basic stance.</p> <p>They should show ease when securing the ball and an ability to adopt a ‘triple threat’ position in attack in order to contribute to team options when attacking.</p> <p>Their passing should show reasonable accuracy with effective timing and weighting, however it may be relatively limited in terms of use of different passes and variation when under active pressure. Most of their ‘safe’ passes round the attacking periphery are effective.</p> <p>Their dribbling should be reasonably fluent and controlled, however it may be over-used and show a lack of control when under active pressure.</p>		<p>Occasionally this could involve deception, disguise and the ability to improvise in unexpected situations. Players can with guidance follow a planned strategy and make some decisions during play about opponent’s strengths / weaknesses and react to these. For example playing a man to man defence and adopting certain attacking roles in offence.</p> <p>Players at this level recognise the overall benefits of high percentage passing as part of team play and make decisions during play which make this apparent. This is in preference to using problematic options such as dribbling in defence and selecting low percentage scoring options.</p>	<p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on court in defence and offence which reflect their responsibilities.</p> <p>Their posture, stance and joint alignment help them to partially dominate and control space in different positions. spatial control and fluency allows their techniques of passing, shooting , etc to benefit through being able to partly resist pressure placed on them by opponents.</p>

<p>PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC (c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>They should be familiar with different shooting techniques and use these techniques appropriately in play. Some shots may appear a little forced and some areas of refinement necessary.</p> <p>Taking people on 1 vs 1 will be used occasionally.</p> <p>They can dribble quite quickly often against passive opposition and complete a lay up shot effectively.</p> <p>Their ability to rebound is modest, perhaps through being unable to dominate space and often through poor timing.</p>			<p>In defence they can sag off when marking opponents and increase their degree of opposition as their opponents become more of an attacking threat.</p> <p>If playing man to man in defence they can usually follow their opponents movements and mostly control space between opponents and the basket.</p>

BASKETBALL

Sporting Activity (Higher) - Outcome 1 'Refine performance in the sporting activity in demanding contexts'

PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.	PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.	PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.
<p>The relative importance of refining different techniques to perform skilfully will be dependent upon players role within a team. For example, as a guard, centre or forward.</p> <p>At this level the participant should demonstrate refined performance in demanding contexts in ball control/retention, dribbling, rebounding, passing, shooting, defensive and attacking effectiveness.</p> <p>These contexts are likely to be demanding through the level of opposition and the degree of pressure applied in practices and conditioned games.</p>	<p>At this level the participant can make decisions in demanding performance contexts that are often related to their specialist position within the team unit. For example, as a guard, centre or forward.</p> <p>Participants can mostly select correct options and set up definite planned set plays as well as usually responding to the movements of team players in initiating attacks. This could include the setting of straightforward screens and pass and cuts the basket often from post plays.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their specialist position within the team unit. For example, as a guard, centre or forward.</p> <p>At this level the participant can show reasonable control and fluency when adopting particular strategies both in defence and offence.</p>

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the selected sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>The court movement techniques of the participant should show increasing effectiveness. Their personal ball retention techniques are very good and they should be able to command space both in defence and attack. Many aspects of court movement should become increasingly automatic to perform effectively.</p> <p>Increasingly in attack their passing opens up space through its variety and deception. They are increasingly effective at passing into tightly marked spaces.</p> <p>They can dribble comfortably when required and when combined with other techniques. For example, dribbling at the beginning of a lay up shot to get past opponents.</p> <p>Their shooting shows increasing control.</p>		<p>In defence they usually show an ability to make relevant defensive decisions based on managing space applying increasing degrees of pressure as necessary.</p> <p>Players usually show an ability to manoeuvre and outmanoeuvre opponents both individually and as part of linked team play. This could involve deception, disguise and the ability to occasionally improvise in unexpected situations.</p> <p>Players can with guidance adapt to changes in strategy and make decisions during play about opponents strengths / weaknesses. For example changing between Different formations as required.</p>	<p>When performing in the identified role they can effectively to other team players on most occasions to ensure that strategies are successfully adopted.</p> <p>They can adapt to both a planned game plan and can occasionally adapt plans when necessary during play.</p> <p>They apply techniques effectively during the game. They take into account other options during play when deciding next moves. They execute their role with a responsibility towards their greater role within the team unit.</p>

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>Shots are rarely forced and show increasing refinement in the arc and speed of shot combined with an increase in the percentage scored.</p> <p>Rebounding is increasingly effective.</p>			<p>All of these attributes are apparent when working in demanding contexts e.g in conditioned games such as 3 vs 3 cross court with players of near equal ability and in full team competitive tournaments and events.</p>

BASKETBALL

Sporting Activity (Advanced Higher) - Outcome 1 'Refine performance in the sporting activity in increasingly demanding contexts.'

PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the in the sporting activity.		PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.	PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.
<p>The relative importance of refining different techniques to perform skilfully will be dependent upon players role within a team, for example, as a guard, centre or forward.</p> <p>At this level the participant should demonstrate refined performance in increasingly demanding contexts in ball control/retention, dribbling, rebounding, passing, shooting, defensive and attacking effectiveness.</p> <p>These contexts are likely to be increasingly demanding through the level of opposition and the degree of pressure applied in practices and conditioned games.</p>	<p>Their shooting shows variety and a high degree of control. Shots are rarely forced and show increasing refinement in the arc and speed of shot combined with an increase in the percentage scored.</p> <p>Their rebounding is purposeful, dominant and well timed.</p>	<p>At this level the participant can make decisions in demanding performance contexts that are often related to their specialist position within the team unit, for example, as a guard, centre or forward. As such some of the following descriptions are more applicable to some roles than others.</p> <p>Players can select options correctly and set up definite planned set plays as well as responding to the movements of other team players in initiating attacks. This could include the setting of screens and cuts to the basket from high or low posts.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their specialist position within the team unit, for example, as a guard, centre or forward.</p> <p>At this level the participant can show control and fluency when adopting particular strategies both in defence and offence. When performing in their identified role they can link effectively to other team players to ensure that strategies are successfully adopted. They can adapt to both a planned game plan and to adapting this when necessary during play.</p>

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>The court movement techniques of the performer show a high degree of effectiveness. Their personal ball retention techniques are excellent and they should be able to dominate space both in defence and attack. Many aspects of court movements are increasingly automatic to perform effectively.</p> <p>In attack their passing frequently opens up space through its variety and deception. They are effective at passing into tightly marked spaces and use this attribute often.</p> <p>They can dribble comfortably when required and when combined with other techniques. For example, dribbling at speed at the beginning of a lay up shot to get past opponents.</p>		<p>In defence they show an ability to make relevant defensive decisions based on managing space and applying increasing degrees of pressure as necessary.</p> <p>Players show an ability to manoeuvre and outmanoeuvre opponents both individually and as part of linked team play. This could involve deception, disguise and the ability to improvise in unexpected situations.</p> <p>Players can adapt to changes in strategy and make decisions during play about opponents strengths/weaknesses..</p>	<p>They apply techniques effectively during the game. They take into account a number of viable options during play in deciding next moves. They execute their individual role with a clear responsibility towards their greater role within the team unit.</p> <p>All of these attributes are apparent when working in very demanding contexts e.g. in conditioned games such as 3 vs 3 cross court with players of near equal ability and in full team competitive tournaments and events.</p>

NOTE

The techniques appropriate at Access 3 and Intermediate 1 should focus on developing and refining the basic skills in isolation. It is only when these are achieved, can be sustained and repeated, then the activity can proceed to the level demanded/required for Intermediate 2, Higher and ultimately Advanced Higher.

Appropriate decisions and movements necessary for Intermediate 2, Higher and Advanced Higher can only be progressed when the appropriate techniques at earlier levels can be performed automatically during passages of play when opposition is active and problematic.

ASSOCIATION FOOTBALL

Sporting Activities: An Introduction (Access 3) - Outcome 1 “Perform skilfully in three different activities at novice level”

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC (b) Relevant rules and procedures are adhered to during participation in the three activities.</p>	
<p>At this level, the participant is being introduced to and developing some of the basic skills that define this particular activity. Small sided games should allow for these basic skills of the game to be in evidence.</p> <p>For example; passing should show a degree of accuracy with some indications of timing and weighting although this may not always be in evidence. Use of different passes at this stage will be limited. Under active pressure, passing may tend to break down. However passes in “open play” should be effective.</p> <p>Similarly, their control may be reasonable when not under pressure, but will tend to be rushed and break down when under active pressure.</p>	<p>At this level the participant should be developing the ability to play the game and incorporate skills within that game at a novice level. In small sided games changes from attacking to defending should be explained and then fed back into the game. This should include some understanding of positional awareness.</p> <p>1 v 1 situations should be used to refine the skills of tackling and heading as these will be elements within the game.</p> <p>Small sided games should be encouraged to engage the performers in more ball contact. This is particularly relevant for novice performers when skills are being developed and refined.</p>	<p>At this level the participant should be able to follow relevant rules and procedures that allow passages of play to develop both in practices and small games.</p> <p>At this level players should play according to the basic rules of fair play and safety and well being of others.</p> <p>They should begin to realise the demanding but not overly physical nature of the game and should avoid unnecessary contact.</p> <p>They should be aware of the team nature of the game and play with this concept in mind. They should play according to the rules which have been determined for their particular setting.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC (b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>They should be familiar with <u>receiving</u> and <u>controlling</u> with various parts of the body and use these techniques in an identifiable way. Some techniques will appear laboured and many areas in need of refinement. The skills of passing, receiving and controlling should be demonstrated effectively in unopposed play.</p>	<p>They should be aware of the importance of simple procedures that support the rules of the game such as safe playing areas, correct equipment.</p>

ASSOCIATION FOOTBALL

Sporting Activity (Intermediate 1) – Outcome 1 “Perform skilfully in the sporting activity at an introductory level”

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC (b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>At this level the participant is developing some of the sport specific movements necessary for later progression. The techniques of performance should show effective control/footwork and an ability to retain possession of the ball in “open areas”. Footwork should demonstrate balance and close control albeit to a limited degree with passive opposition.</p> <p>At this stage passing should show reasonable accuracy with effective timing and weighting, however it may be relatively limited in terms of use of different passes. Similarly, variation and penetration when under active pressure or in “areas of compression” will be limited also.</p> <p>Most of their “safe passes” round the periphery (“open areas”) are usually effective.</p>	<p>At this level the participant should be able to select and combine options that show decision-making in both attack and defence. For example setting up attacks or closing down opponents.</p> <p>Participants may show a limited number of options for creating space/outmanoeuvring opponents both individually or as part of a team play. Participants may make decisions during play about opponents strengths/weaknesses and react to these, e.g. man-marking or certain attacking roles.</p> <p>Participants should begin to recognise the benefits of passing – “two touch game”.</p> <p>This is in preference to a problematic option such as “dribbling” in defence or “dwelling” on the ball.</p>	<p>At this level the participant should be developing ability to follow game patterns of play at an introductory level. They should begin to anticipate changing from defence to attack (where fitness permits) and move accordingly.</p> <p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on the pitch which in defence and attack reflects these responsibilities.</p> <p>Posture, stance, balance, fluency, etc., is beginning to allow their techniques of passing, shooting, control, etc., to benefit.</p> <p>In man to man marking in defence they can follow opponents movements but may be dragged out of position or alternatively “lose an opponent” through ball watching.</p>

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC (b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>“Dribbling”/Ball control should be reasonably fluent and controlled, however it may be over-used – “peripheral vision absent” and show a lack of control when under active pressure.</p> <p>They should be aware of shooting techniques and use these techniques in an identifiable but limited way. Shots may be rushed/forced, inaccurate and many areas of refinement necessary.</p> <p>1 vs 1 can be used for shooting as can running with the ball, both without opposition. These can then be re-integrated within the small game.</p>		

ASSOCIATION FOOTBALL

Sporting Activity (Intermediate 2) – Outcome 1 “Perform skilfully in the sporting activity at a recreational level”

PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.	PC (b) Appropriate decisions during performance are made in contexts in contexts that relate to a recreational level.	PC (c) Appropriate movement patterns during performance at a recreational level are used.
<p>At this level the participant is developing and partly refining some of the sport specific movements necessary for later progression. Techniques/Ball Skills should show effective fluent techniques necessary to retain possession as an individual or as a team.</p> <p>The skills developed should mean continuous, fluent passages of play can be sustained and possession retained.</p> <p>Passing should show reasonable accuracy with delivery to feet with effective timing and weighting. However it may be relatively limited in terms of use of different passes and variation when under active pressure. Most safe passes in “open” play are effective.</p>	<p>At this level the participant should be able to select and combine options that show effective decision making in either attack or defence. On occasion the participant may instigate changes in team play. For example – setting up an attack or closing down opponents or space.</p> <p>Options may be in evidence for creating space or out- manoeuvring opponents either individually or as part of a team tactic.</p> <p>Improvisation will figure largely in the “top third” as situations develop.</p> <p>Players can, with guidance, employ a basic strategy and take decisions during play by reacting to opponents strengths/weaknesses, e.g. man to man marking, fast break - counter attack.</p>	<p>At this level the performer should demonstrate an effective ability to follow game patterns of play at a recreational level. They should anticipate moving from defense to attack and move accordingly.</p> <p>They should be able to set up simple plays.</p> <p>Participants take some responsibility for simple team strategies. They can adopt the positioning in defence and attack reflecting the role or, in small sided games, the area they are covering.</p>

<p>PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>	<p>PC (b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC (c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>Their “dribbling”/control should be reasonably controlled and fluent but once again over-used and show a lack of control under active pressure.</p> <p>They should be familiar with different shooting techniques in play as appropriate. Shots may be rushed and in need of refinement.</p> <p>Taking people on 1 v 1 becomes an option, especially in the “top third” of the park/playing area. They can dribble quite quickly against passive opposition and finish with a shot recognising the techniques appropriate in each instance.</p>	<p>Participants at this level should recognise the overall benefits of high percentage passing as part of team play and make decisions during play which will make this apparent.</p> <p>This is in preference to the problematic options, dribbling in defence/too deliberate in shooting option.</p>	<p>Positions and formations help dominate and control space in different parts of the playing area. Control of space allows the techniques of passing, ball control and shooting etc., to benefit by resisting pressure placed on them by opponents.</p> <p>When defending they may drop deeper and “man mark” when the opposition becomes more of an attacking threat with a spare man covering “space” in front of goal.</p>

ASSOCIATION FOOTBALL

Sporting Activity (Higher) – Outcome 1 ‘Refine performance skilfully in the sporting activity in demanding contexts’

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>The importance of refining different techniques to perform skilfully will be dependent, to a degree, upon the participant’s role within a team. For example as a forward/defender. However, all skills should be part of any participant’s repertoire.</p> <p>At this level the participant’s should demonstrate refined performance in demanding contexts in ball control, passing, shooting, defensive and attacking effectiveness.</p> <p>These contexts are likely to be demanding through the level of opposition and the degree of pressure applied in practices and conditioned games.</p>	<p>At this level the participant can make decisions in demanding performance contexts, e.g. as a defender to ‘hold’ or commit the challenge, as attacker to commit the defender.</p> <p>Participants can mostly select correct options and set up definite planned set moves in addition to responding to movements of the team players as an attacking option. In defence an ability to make defensive decisions based on reducing space or applying pressure or even both.</p> <p>Participants usually show an ability to manoeuvre/outmanoeuvre opponents both individually and as part of a linked team strategy. The ability to improvise in expected situations is a decisive factor.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their team position. For example forward, midfield, defender.</p> <p>At this level the participant can show reasonable control and fluency when adopting strategies either in attack or defence. When playing in a particular position they can link effectively with other team players on most occasions. They can adapt to both a planned game plan but also adjust game plans when necessary during play.</p>

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>Movement techniques of the participant should show increasing effectiveness. Personal ball-skill techniques should be very good and they should be able to find space both in defence and attack. Many aspects of movement in the playing area should become increasingly automatic and effective.</p> <p>In attack, passing and movement opens up space through its variety and deception/delay. They can pass accurately into tightly marked colleagues or spaces.</p> <p>They can dribble comfortably when required and in combination with other plays. For example controlling, dribbling and shooting. Thus shooting shows increasing control, accuracy and success.</p> <p>Shots are increasingly ‘on target’, rarely forced and show composure in pressured areas.</p>	<p>Participants can, with guidance, adapt to changes in strategy and make decisions during play about opponents strengths/weaknesses. For example changing between different formations, raising the tempo, etc.</p>	<p>They apply techniques effectively during the game. They are also aware of the various options during play before deciding which one. They can execute their individual role with a responsibility towards their role within the team unit. All of these attributes are apparent when working in very demanding contexts, e.g. conditioned games 3 v 3; 5 v 5; limited space, one/two touch to full team competitive matches.</p>

ASSOCIATION FOOTBALL

Sporting Activity (Advanced Higher) – Outcome 1 “Refine performance in the sporting activity in increasingly demanding contexts”.

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance increasingly demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>The relative importance of refining performances in increasingly demanding contexts are performed skilfully in the selected sporting activity with a high degree of consistency.</p> <p>The relative importance of refining different techniques to perform skilfully will be dependent upon participant’s role within a team. For example defender, midfield, forward (wing back).</p> <p>At this level the participant should demonstrate refined performance in increasingly demanding contexts in ball control/possession, passing, shooting, defensive and attacking options and opportunities. These contexts are likely to be increasingly demanding through the level of opposition and the degree of pressure applied in practice and conditioned games.</p>	<p>At this level the participant can make decisions in demanding performance contexts that are often related to their specialist position within the team unit. For example, as a defender, midfield or forward. As such, some of the following descriptions are more applicable to some roles than others.</p> <p>Participants can select options correctly and set up definite planned set plays as well as responding to the movements of other team players in initiating attacks, e.g. diagonal ball and support from attacking midfield players/overlapping wing backs.</p> <p>In defence they show ability to make relevant defensive decisions based on managing space and applying degrees of pressure as necessary.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their position within the team, e.g. defender, midfield, forward.</p> <p>At this level the participant can show reasonable control and fluency when adopting particular tactics in both defence and attack. When performing in their identified role they can link effectively to other team players to ensure that tactics are successfully adopted. They can adapt to both a planned game plan and adjusting this when necessary during play.</p> <p>They apply techniques effectively during the game. They take into account a number of viable options during play in deciding next moves. They execute their individual roles with a clear responsibility towards their greater role within the team unit.</p>

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>Movement techniques of the participant show a high degree of effectiveness. Their personal ball-playing techniques are excellent and they should be able to dominate areas (space) both in defence and attack.</p> <p>Many aspects of movement are automatic and performed effectively.</p> <p>In attack their passing and runs frequently open up space through its variety and deception. They are effective at passing into tightly marked colleagues and use this attribute often.</p> <p>They can run comfortably with the ball when required and combine this with other techniques. Technical skills such as “dribbling” at speed to get past opponents and shoot.</p>	<p>Participants show an ability to manoeuvre and out-manoevre opponents both individually and as part of a linked team play. This could involve deception, disguise and the ability to improvise in unexpected situations.</p> <p>Participants can adapt to changes in strategy and make decisions during play about opponents strengths/weaknesses.</p>	<p>All of these attributes are apparent when working in very demanding contexts, e.g. conditioned games such as 3 v 3 in tight areas, retaining possession with players of near equal ability and in full team competitive tournaments and events.</p>

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>Their shooting and passing shows variety an a high degree of control (passing), shots are rarely rushed and show increasing refinement in speed and flight of delivery.</p> <p>Winning the ball in broken play is purposeful and composed.</p>		

NOTE

The techniques appropriate at Access 3 and Intermediate 1 should focus on developing and refining the basic skills in isolation. It is only when these are achieved, can be sustained and repeated, then the activity can proceed to the level demanded/required for Intermediate 2, Higher and ultimately Advanced Higher.

Appropriate decisions and movements necessary for Intermediate 2, Higher and Advanced Higher can only be progressed when the appropriate techniques at earlier levels can be performed automatically during passages of play when opposition is active and problematic.

BADMINTON

Sporting Activities: An Introduction (Access 3)– Outcome 1 ‘Perform skilfully in three different activities at a novice level’

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>		<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>At this level, the participant is taking part at a novice level. They are becoming familiar with general court movement patterns. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p> <p>These fundamental elements should be applied in a novice context allowing for a confidence building initiation into the activity. Techniques that may be introduced include;</p> <p>Court movement Serves - low, high. Overhead forehand – clears, Underarm forehand – clears.</p>	<p>This will involve the participant playing at a novice level displaying some preparation for hitting and some awareness of space in an attempt to maintain co-operative hitting . Large movements to allow hitting will occasionally take place although occasionally preparatory movements will still be in their infancy and will appear slightly static.</p> <p>Body management will be evident throughout the participant’s performance through showing occasional balance and transfer of weight when hitting. They show a developing sense of reactive movement and they begin to work out in advance some straightforward patterns of play.</p>	<p>A novice level participant should be able to follow relevant rules and procedures that allow some co-operative hitting to occur. At this level participants should be able to recognise that points begin with an intended serve and how the outcome of the previous point dictates who serves with the following point.</p> <p>Participants should begin to realise the demanding nature of the game once running and hitting are involved.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>At this level participants are required to play a limited range of identifiable shots. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through playing a large number of shots to mid court at a relatively slow speed with a limited variation in trajectory.</p> <p>Adapting technique will be evident in the participant's performance through use of improvised shots, mostly underarm, which are often played under pressure. Many of these shots will be successful if returned with further development into returning to specified areas of the court beginning to occur.</p> <p>They should be aware of the team nature of the game and play with this concept in mind. They should play according to the rules which have been determined for their particular setting.</p> <p>They should be aware of the importance of simple procedures that support the rules of the game such as safe playing areas, correct equipment.</p>

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Sporting Activity (Intermediate 1) – Outcome 1 ‘Perform skilfully in the selected sporting activity at an introductory level’

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>	
<p>At this level, the participant is working at an introductory level and is beginning to develop some sport specific movements necessary to perform skilfully in introductory contexts. Performance by the participant will related to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection/execution Adapting technique</p> <p>These fundamental elements should be applied in a introductory context, at the relevant stage, to recognised progression within Badminton as follows:</p>	<p>This will involve the participant in playing in introductory situations displaying some early reactions and awareness of space in an attempt to play sustained points. Relevant movements will be performed in order to allow some continuous play.</p> <p>Body management will be evident throughout the participant’s performance usually maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing, most overhead shots.</p>	<p>In demanding contexts the participant can maintain control of speed, spin and direction. The range of techniques available at this developmental level are: Court movement Services – low, high. Overhead forehand – clears, Underarm forehand – clears Net shots – drops.</p> <p>This decision making process involves three fundamental elements of Badminton:</p> <p>Body management Shot selection/execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are: Body management Shot selection/execution Adapting technique</p> <p>The development of Body management relates to refining the body movements necessary to create the basis for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward throughout the shot and well co-ordinated movements.</p>

PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.		PC(b) Appropriate decisions during performance are made that relate to an introductory level.	PC(c) Appropriate movement patterns during performance at an introductory level are used.
<p>Court movement Serves - low, high. Overhead forehand - clears, Underarm forehand - clears. Net shots - drops.</p> <p>At this level participants are required to perform effectively and with occasional consistency within introductory contexts. Performance at this level is exemplified through participants moving with large rather than fine movements making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in developing a range of techniques that can be applied to meet the different types of shots returned by participants. Some variation is apparent through occasionally adapting types of shots played.</p> <p>Adapting technique will be evident in the participant's performance through moving to respond to different shots and to adapt technique quickly in planning returns.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection/execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths.</p>	<p>All these features enable control and fluency to be established in the participant's movement repertoire.</p> <p>The development of Shot selection /execution will involve playing shots covering both net, cross court, down the line and deep to the back of the court. Some shots can also be combined – for example a deep overhead clear across court to opponent's backhand. Participants can show an awareness of where their opponent is in selecting shots. They can also plan ahead through playing a building shot which may later set up a winning attacking shot.</p>

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>
		<p>The development of Adapting technique will involve participants making adaptations to refined techniques in demanding performance situations. This will involve showing more extended touch or power than usual due to positioning and playing shots quicker through lack of time for correct body preparation.</p>

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Sporting Activity (Intermediate 2) – Outcome 1 ‘Perform skilfully in the sporting activity at a recreational level’

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>	
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in demanding contexts. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>This will involve the participant in playing in competitive situations displaying effective body awareness of space in an attempt to control rallies. Relevant movements will be performed with both economy and accuracy.</p> <p>Body management will be evident throughout the participants performance usually maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing most overhead shots.</p>	<p>In demanding contexts the participant can maintain control of speed, spin and direction. The range of techniques available at this developmental level are:</p> <p>Serves - low, high Overhead forehand - clears, drops and smashes. Backhand – clears Underarm forehand – clears Net shots – drops.</p> <p>This decision making process involves three fundamental elements of Badminton:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>These fundamental elements should be applied in a demanding context, at the relevant stage, to recognised progression within Badminton as follows:</p> <p>Court movement Serves – low, high Overhead forehand – clears, drops and smashes. Backhand – clears Underarm forehand – clears Net shots – drops.</p> <p>At this level participants are required to perform effectively and with increasing consistency within demanding contexts. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through an effective mix of touch, building and power shots which are part of an overall defensive or attacking strategy. Some variation is apparent through occasionally adapting strategy.</p> <p>Adapting technique will be evident in the participant’s performance through use of improvised shots often played under pressure and to shots that are played with intended disguise.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection / execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths.</p>	<p>The development of Body management relates to refining the body movements necessary to create the basis for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward through the shot and well co-ordinated movements. All these features enable control and fluency to be established in the participant’s movement repertoire.</p>

BADMINTON

Sporting Activity (Higher) – Outcome 1 ‘Refine performance skilfully in the sporting activity in demanding contexts’

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in demanding contexts. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>This will involve the participant in playing in competitive situations displaying effective body awareness of space in an attempt to control rallies. Relevant movements will be performed with both economy and accuracy.</p> <p>Body management will be evident throughout the participant’s performance usually maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing most overhead shots.</p>	<p>In demanding contexts the participant can maintain control of accuracy and direction. The range of techniques available at this developmental level are:</p> <p>Court movement Serves – low, flick, high. Overhead forehand - clears, drops and smashes. Backhand – clears Net shots – drops</p> <p>This decision making process involves three fundamental elements of Badminton:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p> <p>The development of Body management relates to refining the body movements necessary to create the platform for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward through the shot and well co-ordinated movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully in the selected activity with a high degree of consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>These fundamental elements should be applied in a demanding context, at the relevant stage, to recognised progression within Badminton as follows:</p> <p>Court movement Serves - low, flick, high. Overhead forehand – clears, drops and smashes. Backhand – clears. Underarm forehand – clears. Net shots - drops.</p> <p>At this level participants are required to perform effectively and with increasing consistency within increasingly demanding contexts. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through an effective mix of touch, building and power shots which are part of an overall defensive or attacking strategy. Some variation is apparent through occasionally adapting strategy.</p> <p>Adapting technique will be evident in the participant’s performance through use of improvised shots often played under pressure and to shots that are played with intended disguise.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection / execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths. They can outmanoeuvre opponents and capitalise on opponent’s unforced errors.</p>	<p>All these features enable control and fluency to be established in the participant’s movement repertoire and give the appearance of the participant having ‘time’ to play relevant shots.</p> <p>The development of Shot selection/execution will involve playing shots covering both net, cross court, down the line and deep to the back of the court. Some shots can also be combined – for example a deep overhead clear across court to opponent’s backhand leading to a smash played for the return. Participants can show an awareness of where their opponent is in selecting shots. They can also plan ahead through playing a building shot which may later set up a winning attacking shot.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully in the selected activity with a high degree of consistency</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
			<p>The development of Adapting techniques will involve participants in making adaptations to refined techniques in demanding performance situations. This will involve showing more extended touch or power than usual due to positioning and playing shots quicker through lack of time for correct body preparation.</p>

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Sporting Activity (Advanced Higher) - Outcome 1 ‘Refine performance in the sporting activity in increasingly demanding contexts’

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in increasingly demanding contexts. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p style="text-align: center;">Body management Shot selection / execution Adapting technique</p> <p>These fundamental elements should be applied in increasingly demanding contexts, at the relevant stage, to recognised progression within Badminton as follows:</p>	<p>This will involve the participant playing in competitive situations displaying assured effective body awareness of space in controlling rallies. Relevant movements will be performed with both economy and accuracy.</p> <p>Body management will be evident throughout the participant’s performance maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing most overhead shots through fluent controlled footwork and general body preparation.</p>	<p>In increasingly demanding contexts the participant can maintain control of speed, spin and direction. The range of techniques available at this developmental level are: Serves - low, flick, high. Overhead forehand - clears, drops and smashes. Backhand – clears Underarm forehand - clears Net shots – drops, cross courts.</p> <p>This decision making process involves three fundamental elements of Badminton: Body management Shot selection / execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are: Body management Shot selection / execution Adapting technique</p> <p>The development of Body management relates to refining the body movements necessary to create the basis for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward through the shot and well co-ordinated movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>Court movement Serves - low, flick, high. Overhead forehand – clears, drops and smashes. Backhand – clears. Underarm forehand – clears. Net shots – drops, cross courts.</p> <p>At this level participants are required to perform effectively and with increasing consistency within increasingly demanding contexts. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through an effective mix of touch, building and power shots which are part of an overall defensive or attacking strategy. Some variation is apparent through occasionally adapting strategy.</p> <p>Adapting technique will be evident in the participant’s performance through use of improvised shots often played under pressure and to shots that are played with intended disguise.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection / execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths.</p>	<p>All these features enable control and fluency to be established in the participant’s movement repertoire.</p> <p>The development of Shot selection / execution will involve playing shots covering both net, cross court, down the line and deep to the back of the court. Some shots can also be combined - for example a deep overhead clear across court to opponent’s backhand. Participants can show an awareness of where their opponent is in selecting shots. They can also plan ahead through playing a building shot which may later set up a winning attacking shot.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
			<p>The development of Adapting technique will involve participants in making adaptations to refined techniques in demanding performance situations. This will involve showing more extended touch or power than usual due to positioning and playing shots quicker through lack of time for correct body preparation.</p>