

Coursework Handbook

Cambridge
IGCSE

Cambridge IGCSE[®]
Physical Education

0413

Cambridge Secondary 2

 **CAMBRIDGE**
International Examinations

Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

® IGCSE is the registered trademark of Cambridge International Examinations.

© Cambridge International Examinations 2016

Version 1.1

Updated: 10.03.16

Contents

Introduction	2
Standardisation	
Section 1: The coursework component	3
1.1 Assessment objectives	
1.2 Support resources for the coursework component	
1.3 Support resources for the theoretical component	
Section 2: Planning your course	5
2.1 Preparing to run a course	
2.2 Other practical considerations	
2.3 Suggested plan for teaching practical activities over a two year period	
Section 3: Planning assessment	8
3.1 Setting coursework tasks – practical activities and improving performance	
3.2 Integrating improvement of performance and the ability to analyse performance	
3.3 Monitoring candidates through periodic assessment	
Section 4: Management and administration of coursework	16
4.1 Assessment and internal standardisation	
4.2 External moderation	
4.3 Guidelines for the submission of DVD evidence of practical performance	
4.4 Submitting written evidence of analysing and improving	
4.5 Coursework documentation and administration	
4.6 What coursework needs to be sent for moderation?	
4.7 Health and safety matters	
Section 5: Assessment of Practical Activities (Planning, Performing and Evaluating)	20
5.1 How to interpret and assess performance	
5.2 Marked video clips	
Section 6: Guidance on assessment of the Analysing and Improving written task	25
6.1 Setting up the assessment	
6.2 How to interpret and assess ‘Analysing’ and ‘Improving’	
6.3 Examples of marked Analysing and Improving tasks	
Appendix A: Activity content and assessment criteria	39
Appendix B: Cambridge IGCSE Physical Education Assessment Forms	68
Analysing and Improving Task Instructions	
Order of Merit (Track and Field)	
Order of Merit (Distance and Swimming)	
Order of Merit (Centre)	
Coursework Assessment Summary Form	
Appendix C: Frequently Asked Questions	79

Introduction

The purpose of the Coursework Handbook for the Cambridge IGCSE Physical Education (0413) is to offer guidance to teachers on how they can become fair and competent assessors of the Practical component of Cambridge IGCSE Physical Education.

This Coursework Handbook contains:

- an explanation of the content of the coursework component
- advice and guidance on planning and preparation, including task setting
- advice on integrating improvement and monitoring performance
- advice on the assessment of practical activities and standardisation
- advice and guidance on the assessment of the analysing and improving written task
- advice on administration
- information on resource material for teachers that is available from Cambridge.

The handbook is accompanied by a series of filmed practical activities with examiner marks and comments. The aim of these is to demonstrate the application of the mark scheme. These video clips are available at the same location as the handbook on Teacher Support.

Standardisation

Teachers must always follow the assessment criteria as they are written. This is important for the standardisation of the examination.

It is essential that in delivering the Cambridge IGCSE Physical Education Coursework component, teachers should:

- understand what is required in the coursework
- make themselves familiar with the method of marking and of allocating marks
- apply mark schemes clearly according to the criteria provided
- apply marking criteria fairly so that others undertaking the same task **for the same level of achievement** would reach the same final result
- develop confidence to carry out each part of the task successfully.

It is the responsibility of each teacher to:

- be professional
- be fair
- give due credit
- follow the mark scheme and any other instructions given.

Section 1: The coursework component

1.1 Assessment objectives

The coursework component of the Cambridge IGCSE Physical Education syllabus (0413) represents 60 per cent of the overall assessment. This component is marked by the Centre and externally moderated by Cambridge.

In order to complete the coursework requirements, candidates are expected to:

- demonstrate physical performance including the ability to interrelate planning, performing and evaluating whilst undertaking an activity (Assessment Objective 1);
- demonstrate the ability to analyse and improve their own or others' performance (Assessment Objective 2).

Candidates must choose **four** practical activities from a list of 43 possible activities. The **four** practical activities must be chosen from at least **two** of the six categories outlined in the syllabus. The following table shows all of the categories and the activities available:

Category	Activities
Games Activities	Association Football, Badminton, Basketball, Cricket, Goalball, Golf, Hockey, Netball, Rounders, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball.
Gymnastics Activities	Artistic Gymnastics (floor and vaulting), Trampolining, Figure Skating (Individual), Rhythmic Gymnastics.
Dance Activities	Educational Dances, Folk Dance, Historical Dance, Social Dance, Theatrical Dance
Athletic Activities	Track and Field Athletics, Weight Training for fitness, Cross Country Running.
Outdoor and Adventurous Activities	Canoeing, Hill Walking and Campcraft or Hostelling, Horse Riding, Orienteering, Sailing, Skiing, Snowboarding, Wind Surfing, Rock Climbing, Rowing
Swimming Activities	Competitive Swimming, Personal Survival and Life Saving.
Combat Activities	Judo, Karate

The remaining 40 per cent of the total assessment covers the externally assessed examination paper; the theoretical component.

Weighting of the coursework assessment objectives

Each of the assessment objectives are weighted as follows:

Assessment Objective 1	Planning, Performing and Evaluating	50%
Assessment Objective 2	Analysing and Improving	10%

1.2 Support resources for the coursework component

In addition to this handbook, Cambridge offers two other items of guidance to teachers about the coursework component:

(a) Cambridge IGCSE Physical Education Coursework Guidelines

This booklet is an essential resource for Centres, as it contains:

- details about what needs to be taught for each practical activity
- the assessment criteria for all practical activities offered within the syllabus.

Some examples are also contained within the syllabus.

(b) Cambridge IGCSE Physical Education Coursework DVD

The video contains guidance on the assessment of a selection of practical activities including:

- candidates of different abilities demonstrating a variety of skills and techniques as they participate in different activities
- commentary and captions highlighting the essential features of assessment and indicating the performance levels of candidates.

1.3 Support resources for the theoretical component

Cambridge also offer teaching resources for the theoretical component of the syllabus on Teacher Support <http://teachers.cie.org.uk>. Logins for Teacher Support are issued to Centres when they first register with Cambridge. Ask your Examinations Officer. Cambridge also offer a suggested **Scheme of Work** covering all three units of theory including:

- prior knowledge candidates need before embarking on the course
- learning outcomes and suitable teaching activities
- suggested online resources.

Section 2: Planning your course

2.1 Preparing to run a course

Teachers preparing to run this course are advised to:

- Read the syllabus in order to understand the aims and objectives, the content, and the scheme of assessment
- Consider learners' interests and the benefits they might achieve from following the course. By circulating information about the course to learners, teachers can quickly gauge their interest in the course.
- Consider the range of practical activities available for assessment and whether the facilities needed are available both at the Centre and off-site.
- Discuss the course and its contents with colleagues as expertise, advice and support may be required.
- Consider how the course would fit into the existing Physical Education Programme in the Centre.
- Consider the amount of teaching time required for the delivery of the coursework and theory components of the syllabus. As a general rule Centres should allocate one hour of teaching time per week for the theory and one to two hours per week for the coursework over a two year course period. It is recommended that Centres ensure there is sufficient flexibility in this time allocation to devote more or less time to the different components of the course as required.
- Consider how you will monitor the progress of learners, including the assessment of practical activities.
- Plan the schemes of work for those teaching the course. You can use the scheme of work provided by Cambridge to help you but teachers involved in the delivery of the course will need to plan the teaching of different components to suit their learners' needs.
- Draw up a calendar of practical activities throughout the two year course. This will need to take into consideration seasonal variations and facilities. Activities can be planned on a modular basis. In the first year a range of activities are given a six to eight weeks teaching block per activity. In the second year the same activities taught in the first year are revisited over a shorter period of time, e.g. candidates are assessed on each module (see page 7).
- Become familiar with filming techniques or make arrangements for activities to be filmed and set aside time during lessons for this to occur. For moderation purposes, teachers will need to video record a sample of candidates performing in a range of practical activities to demonstrate candidates' competency in skills and practices for their chosen activities. Activities taught on a modular basis at different times of the year need to be filmed at the end of the module.
- Ensure their candidates have the necessary equipment for their chosen activities, e.g. sufficient quantities of shuttlecocks for Badminton, access to canoes, paddles, life jackets, helmets for canoeing, stop watches for Athletics or Swimming. Candidates will need a supply of relevant text books. A list of suitable text books is available from the Cambridge website www.cie.org.uk

2.2 Other practical considerations

The aim of each Centre is to raise the candidates' standard of practical performance in each of their chosen practical activities. In order to do this the Centre needs to consider the range of activities to be offered to candidates and how the progress of candidates might be monitored. There are several ways of achieving this.

1. Limiting the number of activities

- Some Centres concentrate on ensuring that the quality of candidates' performance is as high as possible by concentrating on a limited number of activities, often between 4 and 6 activities, from which candidates choose 4 activities. This approach is often adopted by new Centres.
- The main disadvantage of this approach is that not all candidates may be sufficiently competent in some of the activities offered, thereby reducing their final performance marks.
- The overall standard of candidate performance must be maintained, so it is important to consider your candidates' ability when selecting the activities you offer.

2. Offering a wide range of activities

- Some Centres offer a wider range of activities so that candidates' strengths can be focused on.
- This approach requires that every activity has well qualified instructors and that the necessary facilities are available.
- It is important that candidates' progress can be monitored adequately if your Centre adopts this approach.

3. Choosing appropriate activities and facilities

- Centres that offer off-site activities will need to ensure that the instruction being offered outside the Centre is sufficient, that the instructors are not only qualified to teach the activity but are also familiar with the content and assessment requirements in the syllabus.
- Centres with limited facilities should look very carefully at the range of activities offered within the syllabus and choose the best for their circumstances. Centres with limited indoor facilities might wish to offer Table Tennis as a possible indoor activity. On the other hand some Centres make very good use of outdoor facilities for activities like Basketball and Volleyball.
- Among the popular activities offered by Centres, Netball, Football, Rounders, Basketball, Badminton, Swimming, and Athletics have proved to be the most successful.
- Centres entering small numbers of candidates for the examination need to consider carefully how they present their candidates at moderation, particularly where a candidate is offering a large team game as one of their activities. In this situation small numbers of candidates must be seen demonstrating their individual skills in a game situation, even if team sizes are small. Only in the game situation can the full ability of the candidate be judged adequately.

2.3 Suggested plan for teaching practical activities over a two year period

Centres are free to organise practical activities/games in any way they wish. However, the following plan is offered as a suggestion for the delivery and assessment of practical activities/games over two years. The plan is based on the modular teaching of practical activities/games. Modules focus on the teaching of one activity.

- In Year One, modules are taught over 40 weeks (6/8 weeks per activity). Candidates are assessed at the end of each module.
- In Year Two, the same activities are taught over approximately 24 weeks (3/4 weeks per activity). Candidates are assessed half way through the module and at the end of each module.

This plan can be adapted to suit your Centre's circumstances, increasing or decreasing the amount of time devoted to certain activities, depending on candidates' needs.

Suggested Modular Teaching Plan for Practical Activities

Year 1

Term	Activities	Time/Assessment
Term 1	Module 1: Activity 1 Module 2: Activity 2	Each activity is taught for a period of 6/8 weeks Assessment is carried out at the end of each activity
Term 2	Module 3: Activity 3 Module 4: Activity 4	Each activity is taught for a period of 6/8 weeks Assessment is carried out at the end of each activity
Term 3	Module 5: Activity 5 Module 6: Activity 6	Each activity is taught for a period of 6/8 weeks Assessment is carried out at the end of each activity

Year 2

Term	Activities	Time/Assessment
Term 5	Module 1: Activity 1 revisited Module 2: Activity 2 revisited Module 3: Activity 3 revisited	Each activity is taught for 3/4 weeks Assessment takes place after 2 weeks of the activity and final assessment at the end of each course
Term 6	Module 4: Activity 4 revisited Module 5: Activity 5 revisited Module 6: Activity 6 revisited	Each activity is taught for 3/4 weeks Assessment takes place after 2 weeks of the activity and final assessment at the end of each course
End of Course	Submission of video and written evidence to Cambridge for moderation	

Section 3: Planning assessment

3.1 Setting coursework tasks – practical activities and improving performance

Candidates' final grades consist of 60 per cent coursework, which includes their performance in their four chosen practical activities. Improvement in their overall performance level is therefore important.

At the beginning of the course, teachers should emphasise the importance of candidates improving their overall level of performance throughout the course. Most candidates recognise this and seek ways to improve. Some candidates may need further guidance from their teachers. Performance improvement and its monitoring can be achieved in a variety of ways.

Tasks related to improvement of performance

Task 1 Keep a record of training/practice sessions attended

Candidates can be encouraged to keep a diary of the additional training/practice sessions attended. This might focus particularly on skill improvement or fitness improvement. It can be linked to or included as part of their Analysing and Improving Task.

Task 2 Encourage candidates to attend a local club or sports Centre

Local clubs or sports Centres often have facilities that will enable candidates to improve their level of performance in their chosen activities. Ensure your candidates are aware of local training facilities and are encouraged to make use of these.

Task 3 Set targets in lessons

Target setting within each lesson is an effective way of focusing candidates on specific aspects of their performance. For example, a teacher notices that a candidate is inconsistent in the lay-up shot in Basketball. The teacher asks the candidate to practice specific lay-up shot drills and to keep a written record of the results in terms of attempts and actual scores. With correctly guided practice the candidate can improve. This simple procedure can be applied to all candidates and all activities.

3.2 Integrating improvement of performance and the ability to analyse performance

The two assessment objectives, Planning, Performing and Evaluating (AO1) and Analysing and Improving (AO2) are often seen as separate from each other and are taught as separate units.

Although separate in terms of the marks awarded, both components should be integrated into the teaching of the course.

Candidates need to see the connection between their performance in an activity and the analysis of it. By recognising the essential skills in an activity and their own strengths and weaknesses, training principles and methods can be applied in a systematic way to improve overall performance. This can be achieved by teaching the analysis of performance alongside the skills of the activity.

Candidates should be taught the skills of analysis of their own or a colleague's performance. This can be achieved in the early stages by asking candidates to recognise the essential skills in an activity. For example, in Badminton all candidates need to recognise and distinguish between a smash, and a drop shot,

a forehand and a backhand shot, a net shot and an overhead clear. Recognition of the different shots should be taught through the teaching of the game so that candidates become familiar with all the terms used.

The example below shows how this can be achieved in Badminton.

Example: Tasks related to improvement of performance and the ability to analyse performance in Badminton

Task 1 This task demonstrates how analysing and improving performance can be taught at the same time as teaching the skills of an activity.

- The teacher demonstrates or points out a particular shot in Badminton, e.g. the forehand overhead clear.
- Candidates then work in pairs on half a court and repeatedly perform an overhead clear to their partner.
- Every time they strike the shuttlecock they call out the name of the shot.
- Therefore candidates learn to repeatedly and correctly perform the shot, and to name it 'forehand overhead clear'.

Task 2 Extension (1) of the above task.

- Once a range of skills in Badminton have been taught by repeating them, as in the task above, candidates can be asked to perform different skills.
- Each time they strike the shuttlecock they call out the name of the skill they have performed.
- Using this method, candidates acquire the ability to recognise different shots and are able to attach a name to each skill.
- Normally, candidates are not able to perform this task until they have mastered a range of skills and can perform them with confidence. Time should be allowed for this.

Task 3 Extension (2) of the above task. Observing a colleague playing.

- Candidates are organised in groups of four.
- Two play in a singles game and are observed by the two remaining candidates.
- Using the worksheet (shown on page 12), each observer places a tick against the name of the stroke performed by the player they are observing.
- If candidates are still unsure of the different strokes performed, another colleague could stand by and confirm that the strokes are being identified correctly.
- After 10 minutes play, the candidates change round so that those performing can now observe and vice versa.

continued

Task 3 Extension (2) of the above task. Observing a colleague playing (continued).

Using this and other similar exercises covering all the different strokes, candidates quickly recognise the distinctive features of each stroke, including:

- the flight of the shuttlecock
- the position of performer and the receiver
- where the stroke is played from, either above the head or below the waist.

These are characteristic features of skills performed in Badminton which candidates need to understand if they are to carry out analysis either of their own or a colleague's performance.

Task 4 Distinguishing between different strokes in Badminton

- Candidates are organised in groups of three.
- One candidate observes the direction and trajectory (flight) of a shuttlecock between a server and receiver, in a named stroke and records this on the worksheet shown on page 15.
- After 10 minutes candidates change positions until each candidate has been an observer and a player.

Task 5 Analysing Performance in Badminton.

- A Candidate observes a colleague during a singles game of Badminton.
- Information is entered on the worksheet (shown on page 13–14).

Summary

- Similar exercises can be devised for all practical activities taught and Centres are recommended to do this.
- Some of the data collected in these types of exercises can be used later in the Analysing and Improving Task and should be retained.
- All the written tasks associated with both the teaching of the practical activities and the analysis of performance should be retained by candidates in a coursework folder.

Worksheet for Task 3**Badminton observations Mark Sheet****Name of Performer** _____**Name of Observer** _____**Exercise 1: Instructions**

Observe your colleague playing in a game of singles for ten minutes.
 Record with a mark, the different strokes that he/she makes in the spaces provided below.
 At the end of the time, record the total number of shots made.

Stroke	Number of strokes made	Total
Forehand return		
Backhand return		
Overherad clear		
Net shot		
Drop shot		
Smash		
Drive		

Does this analysis tell you anything about the range of shots made by your colleague?

Exercise 2: Instructions

Observe your colleague playing in a game of singles for ten minutes.
 Decide which shot you are going to focus on.
 Record with a mark how well the shot was performed.
 At the end of the time, record the total number of shots made at each performance level.

Stroke	Number of strokes made	Total
Forehand return		
Backhand return		
Overherad clear		
Net shot		
Drop shot		
Smash		
Drive		
Total		

Does this analysis tell you anything about the performance made by your colleague?

Worksheet for Task 4

Different strokes in Badminton

Name of Performer _____

Name of Observer _____

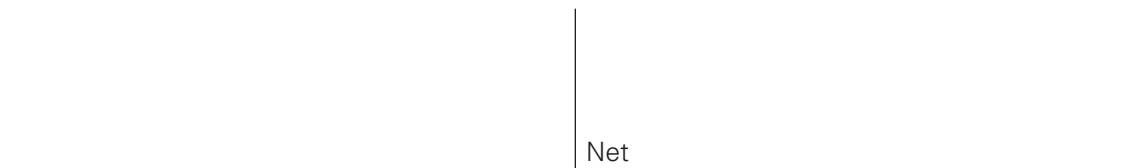
Instructions

Using the plan and side view of a Badminton court draw the direction and trajectory (flight) of the shuttlecock in the forehand overhead clear.
 Mark in the server and the receiver. Use stick figures to illustrate each player and remember to include a racket.

The forehand overhead clear

Plan of court

Side view of court



Worksheet for Task 5**Analysing performance Mark Sheet****Candidate Name** _____**Task:** Observe a colleague playing in a singles game of Badminton.**Candidate being observed** _____

Answer the following questions by ticking the appropriate box.

	Yes	No	Not sure
Serving, receiving and scoring			
Does your colleague serve from the correct part of the court?			
Does your colleague play to the correct lines and understand how to score?			
Does he/she serve correctly?			
Does your colleague stand in the right part of the court to receive service?			
Can your colleague serve deep?			
Can your colleague serve short?			

If you have answered 'no' to any of the above questions explain what they are doing wrong.

Suggest a method or practice they might use to improve their weak areas.

Section 3: Planning assessment

	Very well	Quite well	Not at all
<p>Shots/strokes in the game</p> <p>Can your colleague perform the following skills: Overhead clear (forehand) Drive (forehand) Smash (forehand) Drop shot (forehand) Drop shot (backhand) Net shots (forehand and backhand).</p>			
<p>Tactics in the game</p> <p>Does your colleague attack space?</p> <p>Does your colleague know how to defend his/her court?</p> <p>Does your colleague move quickly about the court?</p> <p>Does he/she return to the T position after each shot?</p> <p>Does your colleague vary his/her shots?</p> <p>Does your colleague react quickly to attacking shots?</p>			

What do you think are your colleague's main playing strengths?

What do you think are your colleague's main weaknesses?

How could they improve their performance in order to become a better player?

3.3 Monitoring candidates through periodic assessment

- It is important that teachers should keep periodic assessment records of candidates' attainment in all aspects of the coursework component. This serves to ensure the accuracy of the final candidate mark and to determine the progress of candidates throughout the course.
- Cambridge provides assessment sheets for this purpose but you may choose to design your own assessment sheets, which may include the actual skills, drills and practices taught during each lesson. Whichever method is used, this should form the basis for future lesson plans.
- As a general rule, each practical activity should be assessed at least three times over a period of two years. Although this procedure is perfectly feasible in games such as Association Football or Basketball, it may not be possible in some activities, for example Hill Walking and Campcraft would be difficult to assess periodically. In this case most candidates would be assessed on one final expedition.
- Where only one assessment of a candidate's performance in an activity is possible, it is essential that the mark awarded is accurate. In such instances you are recommended to use two assessors.
- Where candidates are taught activities on a modular basis it is important that more than one assessment takes place. For example, if a first module in Badminton is taught in the first year, candidates should be assessed at the end of the module. Later, in the second year, the same activity is revisited with a second Badminton module. Candidates should then be assessed for a second time half way through the module and finally assessed at the end of the module. In this way each candidate will be assessed three times and teachers will be able to see the progress made by each candidate.
- Candidates who require further support to develop their performance can be identified and additional guidance offered.

Section 4: Management and administration of coursework

Normally one person at a Centre is responsible for a year group taking the examination and would coordinate all the teaching, assessment, data collection and correspondence for the first year.

Either the same or another person would carry out the same responsibilities with the candidates for the second year of the course.

4.1 Assessment and internal standardisation

Accurate and standardised assessment of all aspects of the coursework component is critical for the success of the course. It is important to ensure accuracy of assessment in each activity and accuracy of marks across all activities. A process of internal standardisation must take place. In order to do this it is necessary to adopt one or more of the following procedures.

Where the number of candidates following an activity is relatively small:

- a teacher assesses a group of candidates in an activity by placing them in ranked order according to their gender and then proceeds to award a mark to each candidate based on the criteria requirements for that activity
- another teacher then independently assesses the same candidates
- both teachers then compare their marks and identify any differences. The teachers need to agree final marks using the relevant assessment criteria.

Where the number of candidates within a Centre participating in an activity is relatively large and/or there are two or more groups of candidates being taught an activity by different teachers:

- a sample of candidates from each group need to be brought together to perform a practical activity
- teachers assess candidates independently using the relevant assessment criteria
- marks for the candidates are then compared by the teachers of the groups and where it is agreed that a candidate's performance does not match the criteria requirement an adjustment to marks takes place.

Group Standardisation Meeting

- Centres who have other Centres within a reasonable distance could organise a group standardisation meeting.
- Marks given between Centres are compared, any differences discussed and any necessary adjustments agreed.
- The process of comparing and standardising levels and marks between Centres is useful for teachers and candidates alike.

4.2 External moderation

- External moderation of coursework is compulsory.
- Centres that do not supply evidence of their candidates' practical performance and written evidence in support of the marks awarded for Analysing and Improving could end up with their candidates being ungraded.
- Cambridge requires all Centres to submit Video or DVD evidence of a sample of candidates from across the ability range (high, middle and low) performing in a range of practical activities.
- Additional written evidence is required for the Analysing and Improving component.
- Evidence should be securely packed and forwarded to Cambridge by the deadline listed in the syllabus for the year of the examination.

4.3 Guidelines for the submission of DVD evidence of practical performance

You should follow the guidelines below when preparing your practical performance evidence.

1. Video evidence of candidates' performances should be recorded on full sized DVD (mini DVDs are not acceptable). Check the video carefully before submitting it to Cambridge. The DVD must be viewable in the UK, on Windows Media Player or Quicktime.
2. Only one DVD should be sent to Cambridge. You do not need to send one DVD for each candidate to be moderated. Cambridge will only review one DVD per Centre.
3. Each activity should be 15–20 minutes in duration. This length of time is sufficient to show a group of five or six candidates demonstrating a range of individual skills, and skills within small drill and practice situations.
4. Only five candidates (or all candidates if you have fewer than five) should be identified by numbered bibs or by letter for each submitted activity. These candidates should be from across the ability range.
5. Those candidates shown on the DVD should have their means of identification (e.g. clearly numbered bibs) written against their names on the left hand side of the Assessment Sheets for the activity.
6. Marks, in rank order for all candidates, with the identified candidates clearly shown, should be sent with the DVD to Cambridge by the deadline date.
7. Several minutes of the DVD should be devoted to the individual skills of each identified candidate. If candidates are involved in team activities, the camera should be focused on them in a small game situation. Full game situations in Football and Hockey are not ideal as in most cases, candidates cannot be identified from a distance.
8. A running commentary, identifying the named candidates in skill practices and game situations is also very helpful to the Moderator.
9. The video recording of indoor activities should be undertaken in good light. Moving the camera from a dark to a light situation, particularly indoors, often obscures the candidates, and bib numbers are difficult to identify until the camera automatically adjusts to the light intensity.
10. The use of yellow training bibs to identify candidates should be avoided as this colour does not show up well on screen. Black numbers on white bibs are easy to see, as are white numbers on blue or red bibs.
11. An accurate description of how well the identified candidates are playing should be given. The marks for the rest of the group will depend on this. If a player does not perform to the standard expected, the reason should be stated.

12. Captions and sound effects are not necessary.
13. Boys and girls should be assessed separately and marks shown in rank order within gender groups.
14. Centres should keep a duplicate copy of the DVD evidence sent to Cambridge. The recording should be thoroughly checked to ensure that there are no flaws in the quality.

4.4 Submitting written evidence of analysing and improving

Although some Centres choose to provide video recorded evidence of candidates' ability to analyse performance this must be supported by written evidence.

Teachers must send the following to Cambridge:

- A sample of six written Analysing and Improving tasks that show the full range of ability of candidates: high, middle and low.
- The tasks should be clearly identified with the candidate's name and candidate number. The marks for the written tasks should be shown.
- Centres have the option of video recording an interview with a small sample of candidates for this component. If Centres prefer to do this, candidates should be asked the same questions that they seek to answer in completing the Analysing and Improving written task. At least three or four candidates, from across the ability range should be recorded.
- You do not have to send in video evidence for the Analysing and Improving component.
- Samples should not be made up entirely of video evidence; some written examples must be included.

4.5 Coursework documentation and administration

The task of administering coursework normally lies with the Head of Physical Education at the Centre, in conjunction with the Centre Examinations administrator.

The Head of Physical Education not only has the responsibility for the overall delivery of the course but also the coordination and submission of all assessment sheets and coursework material for moderation by stated deadline dates.

All necessary coursework documentation can be found on the Cambridge Samples database at www.cie.org.uk/samples. Just enter your Centre number and the syllabus code (0413) to access all forms and information. Guidelines for the production of Analysing and Improving tasks can be found in the Cambridge IGCSE Physical Education Coursework Guidelines booklet on Teacher Support. **The important documents relating to assessment and moderation are:**

- **Centre Order of Merit Sheets** – used to record the marks of all candidates in each of their chosen activities in rank order. Some assessment sheets particularly refer to specific activities, for example, Track and Field Athletics, Competitive Swimming and Cross-country Running.
- **Coursework Assessment Sheet** – used by teachers to record each candidate's four practical activities and their marks for both Planning, Performing and Evaluating, and Analysing and Improving.
- **MS1** – this three part stationery sheet has all candidates listed in candidate number order and is used by Centres to enter the final Coursework mark for each candidate.

Completion of coursework documentation

- Throughout the course, teachers will keep candidates' activity assessment marks on the Centre Order of Merit Sheets.
- The final Centre Order of Merit Sheets, submitted with other moderation documentation at the end of the course, should list candidates in gender order (separate sheets for both boys and girls) and in candidate number order.
- Candidates' number order can be found on the Centre MS1 form.
- The sheets that are being submitted for moderation purposes should clearly identify those candidates seen on DVDs.
- Those candidates selected should be identified by showing the colour and number of their training bib in the left hand column against the candidate's name, on the particular activity Centre Order of Merit Sheet, e.g. Red 4.
- Marks from Centre Order of Merit Sheets should be transferred to the Coursework Assessment Summary Form. This form records all candidates' marks for their four chosen practical activities. The marks for each activity include both the Planning, Performing and Evaluating mark and the Analysing and Improving mark.
- The final mark should be out of 60.
- Candidates should also be in candidate number order on the Coursework Assessment Summary Form. Instructions on how this form should be completed can be found on the reverse side of the form.
- The final mark on the Coursework Assessment Summary Form should then be transferred to the MS1 Form.
- The marks should always be checked by a colleague to ensure that they are accurate.

4.6 What coursework needs to be sent for moderation?

In order to verify the standard of marking of all candidates, Centres need to submit the following coursework for moderation. Cambridge will advise Centres of the deadline for sending this material.

- A copy of the MS1 (Internal Mark Sheet – Moderator's copy).
- Copies of the Coursework Assessment Summary Form signed by the teacher completing the form(s).
- Copies of the Rank Order and the Centre Order of Merit Sheets for all activities.
- DVD evidence of candidates performing in a range of practical activities. In most cases this will mean filming all the practical activities offered to candidates.
- A sample of at least five Analysing and Improving tasks showing the work of candidates from across the ability range.

4.7 Health and safety matters

- All Centres are advised to note that physical activities, by their very nature, involve a certain amount of risk. Teachers need to be aware of this and take the necessary precautions when asking candidates to take part in practical activities.
- Although it is necessary for candidates to demonstrate their capabilities, they should never be asked to perform movements for which they have not been trained or be placed in situations where there is an unacceptable risk of injury.
- Teachers should be aware of all their candidates' limitations in terms of performance levels and should never ask them to exceed them in an attempt to gain high marks.

Section 5: Assessment of Practical Activities (Planning, Performing and Evaluating)

This section of the handbook contains a guide to the assessment of the different components of the coursework, and information on the marked video clips of practical activities.

The video clips have been selected from evidence previously supplied by Centres to Cambridge as evidence of candidates' performance. Cambridge is grateful to these Centres for giving permission to use this evidence in these training exercises.

The different video clips have been selected for their usefulness in illustrating skills and techniques in different activities. Cambridge recognises that these clips were developed for moderation purposes and highlight some of the difficulties that Centres experience in producing such video evidence. It is important to note that video evidence provided for moderation purposes is not the same as the video evidence that is required for instructional purposes.

The following guidance on the assessment of practical activities sets out to illustrate the various steps in the assessment process.

5.1 How to interpret and assess performance

Assessment Objective 1

Planning, Performing and Evaluating

The assessment criteria and the contents for each practical activity can be found in the Cambridge IGCSE Physical Education Coursework Guidelines. This publication is available on Teacher Support <https://teachers.cie.org.uk> on the Syllabus Materials tab of the subject page for this qualification. You should consult the guidelines whenever you are assessing practical activities.

Planning, performing and evaluating should be seen as a continuous process and should be assessed accordingly.

Central to the assessment of a candidate's ability to plan, perform and evaluate must be the performance level of the candidate.

- The candidate must first of all meet the performance assessment descriptors at a particular level. This will establish the level of performance of the candidate.
- The candidate's mark will then be decided by his/her ability to meet the other assessment descriptors at that level. This will establish the final mark of the candidate.

In carrying out an assessment of a group of candidates, a teacher should:

- place candidates in rank order, according to their ability. This assessment will be based on the teacher's knowledge of that activity and what is deemed to be a high or low performance
- then consider the criteria for Planning, Performing and Evaluating for the activity. This is set out over 5 levels, with 10 marks for each level. The teacher should place each candidate at a level based on the performance descriptors within each level.

- Each candidate should then be awarded a mark within a particular level by considering how well they meet the other descriptors which take into account:
 - aspects of planning and evaluating
 - their ability to adopt different roles within the activity
 - their ability to work with others
 - their knowledge of rules and regulations of the activity.

Example

This example uses the criteria and the top two level descriptors for Planning Performing and Evaluating for Badminton.

Four candidates are observed playing Badminton

1. Rank order

Candidates are placed in rank order according to their performance. Their positions are as follows.

Candidate Name	Candidate Number	Identification	Level	Mark
Stephan Albert	0071	Black 4		
John Lomu	0023	Black 6		
Timothy Betts	0035	Black 2		
Louis Yip	0051	Black 5		

2. Rank order and levels of performance

Then each candidate's performance is placed at a level based on the performance descriptors at each level. These performance descriptors are shown in bold type. The top two levels of the Badminton assessment criteria are shown in the table below. Each row represents a level.

continued

Planning, Performing and Evaluating (Badminton Assessment Criteria – top two levels only shown)				
Marks	Description			
41–50	A candidate should demonstrate under applied conditions: <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games • a very good understanding of tactics with the ability to plan strategies appropriate to all phases the game • an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy 			
31–40	A candidate should demonstrate under applied conditions: <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play in both singles and doubles • a good understanding of positions, roles and conditions of play and the knowledge to use them advantage in a game • an ability to select and use the correct strokes effectively in both practice and game situations, singles and doubles, and produce good attacking strokes • an ability to apply tactics successfully to overcome opponents' weaknesses 			
When the performance descriptors have been considered, each candidate is placed at a level, as shown below:				
Candidate Name	Candidate Number	Identification	Level	Mark
Stephan Albert	0071	Black 4	1	
John Lomu	0023	Black 6	1	
Timothy Betts	0035	Black 2	2	
Louis Yip	0051	Black 5	2	
3. Final mark				
To arrive at a final mark the teacher considers the other descriptors within the different levels and makes a professional judgement as to what marks each candidate will receive. The final marks are then entered against each candidate's name as shown below:				
Candidate Name	Candidate Number	Identification	Level	Mark
Stephan Albert	0071	Black 4	1	48
John Lomu	0023	Black 6	1	45
Timothy Betts	0035	Black 2	2	39
Louis Yip	0051	Black 5	2	33

5.2 Marked video clips

The marked video clips have been produced in order to offer guidance to teachers on what to look for in terms of performance in various activities and to enable teachers to understand why candidates have been awarded certain marks for their performance.

These clips have been selected from different sources and show candidates of different abilities. The activities have been selected to show the most popular activities for which video evidence would be required at moderation.

Clips highlight the essential skills for each activity. The accompanying commentary focuses on important points of each candidate's performance and highlights the skills and techniques that are performed well and those skills that could be improved. Both the level of performance of identified candidates and their actual performance mark are included.

Details of the activities seen on the video clips are shown in the table below.

Basketball	6 candidates are seen demonstrating lay-up shots, set shots, 1 v 1 attack and defense, 2 v 2 attack and defense, game (boys), game (girls).
Badminton	6 candidates are seen demonstrating the forehand overhead clear, the forehand smash, the forehand serve, and net shots, games (boys singles), game (girls singles).
Hockey	1 candidate is seen demonstrating striking for goal, dribbling and hitting, beating an opponent, tackling and defending, and in a game.
Tennis	4 candidates are seen demonstrating forehand and backhand returns, volleying and smashing, serving, and in a game.
Netball	1 skilful performance is seen; demonstrating passing and receiving skills, and in game situations. 4 weak performances are shown; demonstrating passing and receiving, 2 v 1, 2 v 2 situations, and participating in a game situation.
Football	4 candidates are seen demonstrating dribbling, passing and receiving, heading, ball control and in a 5 v 5 game.
Skiing	8 candidates are seen demonstrating skating step, controlling their speed of descent with appropriate turns, short swings on a steep slope, and their ability on a slalom run.

All the video clips show candidates performing individual skills:

- in a non-competitive and often in an unopposed situation
- in game-type activities candidates are seen demonstrating attack and defensive practices in small activity groups
- in small or larger game situations.

Before viewing you should read the content of the activity to be viewed in the Cambridge IGCSE Physical Education Coursework Guidelines Booklet. Note the basic skills and techniques, tactics and strategies, and rules and regulations of the activity/game that are required and read the assessment criteria of Planning, Performing and Evaluating for the activity. Copies of the content and assessment criteria needed for the teaching and assessment of the activities seen on the video clips can be found in Appendix A. You should

then have a clear understanding of what candidates should be taught and therefore what they can be assessed in.

Now view the video clips and try to come to an understanding of how the marks have been awarded using the criteria for the activities shown.

The focus of attention, and the mark awarded, should be totally on the performance level of each candidate.

Section 6: Guidance on assessment of the Analysing and Improving written task

6.1 Setting up the assessment

To fulfil the requirement for the Analysing and Improving objective, candidates have to complete an Analysing and Improving written task. In the first instance, the teacher should explain the nature of the task and how candidates should approach the analysis. Candidates will then need to observe the performance, make certain judgements or assessments and record them. Each candidate will need to explain whether the analysis is a self-analysis or the analysis of a friend or colleague, and explain their role within the activity. The teacher should then focus on explaining exactly how the written task should be set out, using any data that candidates have gathered from their observations.

Candidates are advised to set out the written Analysing and Improving task as follows:

- state if the analysis is a self-analysis or the analysis of a friend or colleague
- name the activity and the person's role within the activity
- describe the essential skills of the activity and those particularly related to a position or role in the activity, including an explanation of why the skills are important
- from their observations, an outline of the main strengths of either themselves (if a self-analysis) or a colleague
- describe any weaknesses that they might have and how they reached this conclusion. Identify whether the weaknesses are skill related or fitness related
- having identified the weaknesses, the candidate should suggest ways of improving performance through training and practice
- candidates should also make reference to any other physiological, psychological or social factors that might affect performance. This will give candidates an opportunity to draw on some of the information they have gathered during theory lessons.
- candidates should suggest a suitable brief training programme that might be used to improve the observed person's performance
- candidates may wish to sum up and conclude their analysis with any observations/comments from the person being observed.

Candidates should be given a mark, using the assessment criteria for Analysing and Improving written task.

For moderation purposes a small sample of five candidates' written Analysing and Improving tasks should be submitted. The sample should be drawn from across the ability range; high, middle and low abilities.

6.2 How to interpret and assess 'Analysing' and 'Improving'

Assessment Objective 2 Analysing and Improving

- Candidates' written evidence should be assessed against the Analysing and Improving criteria.
- In each case the teacher's assessment should be based on the criteria level which best fits the written evidence of each candidate.
- Candidates' written evidence can be placed in rank order according to levels as shown in the table below.

Candidate Name	Candidate Number	Practical Activity	Level	Mark
Timothy Betts	0035	Badminton	1	
John Lomu	0023	Swimming	2	
Louis Yip	0051	Basketball	2	
Stephan Albert	0071	Football	3	

- The teacher should examine each candidate's work (or oral evidence).
- The assessment criteria for Analysing and Improving is used in order to decide on the most appropriate level from the five levels shown in the criteria.
- The 'best fit' level is then apportioned to each candidate.

Analysing and improving (10% of the total mark)

The criteria for assessing a candidate's ability to analyse and improve their own or someone else's performance are shown below:

Criteria for assessing analysing and improving

Marks	Description
9–10	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> recognises, and can identify by name, all the essential skills and techniques of the activity and the part that tactics play (if appropriate) understands the clear role of a player/participant/performer, what they are doing, and what they should be doing able to identify all the major strengths in a performance and why they are seen as strengths in a detailed way able to identify all the main weaknesses in a performance and prioritise the appropriate means to eradicate them a detailed knowledge of the main physiological, psychological and social factors that affect performance able to plan a training programme in detail, taking into account all the factors that might affect the aim and design of the programme and what targets should be set.
7–8	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> recognises the important skills and can attach names to all of them understands the role of a player/participant/performer and what they are trying to achieve in a sound way able to identify two or more strengths in a performance and be able to explain why in a detailed way able to identify most of the weaknesses in a performance and be able to suggest corrective measures through training and practice a knowledge of the main physiological, psychological and social factors that affect performance understands how to devise a training programme, in such a way that it caters for the needs of the player/participant/performer.
5–6	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> recognises the basic skills and can attach names to most of them understands the role of a player/participant/performer and what they are trying to achieve in a simple way able to identify two or more strengths in a performance and be able to explain why in simple terms able to identify two or more weaknesses in a performance and be able to suggest simple corrective measures a knowledge of some of the factors that affect performance understands how to devise a simple training programme, but may not always be able to develop it for the needs of the player/participant/performer.

Marks	Description
3–4	<p>A candidate will be able to demonstrate the following:</p> <ul style="list-style-type: none"> recognises the basic skills and can attach some names to them understands the role of a player/participant/performer and what they are trying to achieve in a very simple way able to identify one or two strengths in a performance and be able to explain why in very simple terms able to identify one or two weaknesses in a performance and be able to suggest a very simple corrective practice a knowledge of one or two factors that might affect performance a limited understanding of how to devise a simple training programme, with little understanding of how this might improve player/participant/performer's performance.
0–2	<p>A candidate will demonstrate the following:</p> <ul style="list-style-type: none"> limited vocabulary of terms of the activity understands the role of a player/participant/performer but will not fully appreciate how the role fits into the full 'picture' of the activity able to identify only the obvious skills, techniques and fitness components but is unlikely to see how they relate to a position or role and why they are important to the overall performance able to identify one or two strengths of a performance but will only be able to identify one or two weaknesses of a performance limited knowledge of the factors affecting performance very limited knowledge or understanding of the kind of training practices used to improve performance.

In this example the most appropriate and final marks for candidates are shown in the following table, and are based on the teacher's assessment of each candidate's work.

Candidate Name	Candidate Number	Practical Activity	Level	Mark
Timothey Betts	0035	Badminton	1	10
John Lomu	0023	Swimming	2	8
Louis Yip	0051	Basketball	2	7
Stephan Albert	0071	Football	3	5

6.3 Examples of marked Analysing and Improving tasks

- The following three examples of candidates' written tasks have been selected to illustrate different standards of ability.
- Each example has been scanned and includes all the spelling and grammatical errors found on the original copies.
- Illustrations, such as photographs have been referred to but not included.
- A teacher's comment and a mark follows each task.

Candidate A

Football – Analysing and Improving task

In this assessment I am going to analyse my co-student Jorge. He is a defensive midfielder.

Introduction of the defensive midfielder

Jorge plays in front of the defense. If there are four midfielders in the court, they form a rhombus and Jorge is at the back center. The job of the midfielder is to stop the ball reaching their side and also recovering and passing them forward. He also has to confront a player from the opposite team who has passed through the gaps. When the team is playing offence, the midfielder must stay behind the attacking line in case there are rebounds and miss-kicks. Only in few cases a defensive midfielder attacks.

Diagram of the pitch and the Defensive Midfielder

What skills are necessary for his position?

The defensive midfielder has to cover the defense side of the court. This means that he has to run short distances but fast in order to prevent a player to attack.

He has to have many defensive skills; like taking the ball away from player of the opposite team.

He has to be able to make long passes for the attack and for taking the ball out of their zone.

The defensive midfielder plays a lot one-to-one so he should be able run fast and take the ball away.

This means that anyone playing in this position should have stamina, muscle strength, speed and ability to dominate the ball.

His strengths

I have seen Jorge play and I thought that he is good for his position. He is able to prevent most of the balls reaching the goalkeeper.

He is strong enough to play one-to-one and make physical contact.

He makes long passes for the offense.

He dominates the ball fairly in order to take it away from the opposite player.

His weaknesses

Although Jorge has some strengths, he also has weaknesses which I have noticed and they should be improved so that the quality of his game gets better.

He isn't fast enough, he needs to improve his short distance speed so he is able to run directly to the attacker and take the ball away.

As I mentioned in his strengths, he is able to make long, strong pass, but he doesn't aim them very well.

He also needs to improve his stamina in order to be more constant in the game. By this I mean that he runs, defends, takes balls away, makes passes for a short time, then he is tired and doesn't participate much of the game.

He needs more technique in order to feel comfortable with the ball.

What can he do to improve his weaknesses?

To improve speed

This exercise should be done in groups of three. All should stand on the centerline of the court and only one should have the ball, he should kick it very hard and the other one should run and stop it before it reaches the goalpost. Now, the one who kick the ball must run and the one who wasn't doing anything should kick it. This should done repeatedly as a cycle.

There are two ways of making this exercise more difficult:

- Kick the ball harder
- Get closer to the goalpost

To perform a long, aimed pass

This exercise can be performed individually. Put cones horizontally, across the court. Stand in front at a distance and try to knock them down with the ball.

In this exercise, it is necessary to have more than one ball so that you don't have to go for the ball each time you kick it.

There are two ways of making it more difficult:

- Put fewer cones and with less separation between each other.
- Stand further from the cones, try to stand in the area of your position and putting the cones in the other side of the court, imagining it is the striker of his team.

Diagram of the pitch showing the position of the cones and the midfielder

To improve his stamina

Improving stamina is essential for all sports and the main ways of doing it are running long distances constantly and swimming. It would be useful to improve stamina relating football. This is a simple exercise. Run around the field with the football and try to dominate it all along. This exercise can be also used as a warm up or a way to get familiarized with the ball.

To improve technique

It is very important for every player to have football technique in order to play a game confidently. There are many exercises, which can be used to improve technique. Most of is gained by individual and team practice. The more you play, the more experience, the more imagination, and the more coordination you have. Exercises to improve technique are applied all along the training session, in the warm up, as specific exercises and during matches at the end of the session.

- As Jorge is a defense midfielder, he must be able to take the ball away easily from another player. In order to do this, the player must know how to do it. For this, an exercise can be carried out in pairs. One player stands behind the other and they run. The one at the back should try to put in front of the other one. This should be done several times. There are two ways of making this more difficult: practice the same exercise but more real, now do it with a ball. Do it in a shorter distance, try to use half the court.

- Another way for a midfielder to practice taking the ball away can be done with the whole team. The midfielder stands in the middle without a ball and the rest all over court, each with their own ball. Everybody can run all over the court while the midfielder should try to take the ball away from every player. When he gets the ball, they get eliminated and go out of the game. This is also fun and can be used as a warm-up exercise.

There are two ways of making this more difficult for the midfielder.

- Increase the size of the area where all the players are.
- The midfielder should also have a ball so he concentrates in controlling his own ball and taking the others away.

What other factors could have affected Jorge's performance?

A number of social factors affect Jorge's ability to practice football as often as he would like. He lives in a district with few football pitches. He also has to travel a considerable distance to play in a team. Although he has all the kit he needs his family are not wealthy so he has to save his pocket-money to buy better equipment.

Jorge has a positive attitude towards playing football so he is not adversely affected by psychological factors. He recognizes that to be a better player he has to spent time practicing. Without such practices he is unlikely to improve his skill and strength levels. Jorge is also motivated. He shows this in his determination and at times his aggression.

Although Jorge is physically quite strong, as has been mentioned, he lacks some stamina. So from a physiological point of view he could try to improve his cardio vascular system. His training could focus on both short sprint work and longer stamina runs. This would give him shorter recovery times during a game, which would improve his overall performance level.

In conclusion, I can say that Jorge is a good player, he has good skills, he is strong, he can make hard difficult contact with no problem and he dominates the ball well enough. As every other player, he needs to improve certain things.

Teacher Comment on Candidate A – Analysing and Improving task

The candidate has taken care to present his task in an appropriate format, following the lay-out suggested by Cambridge. He has clearly identified the person he is analysing, their activity, position and role within that position. He has set out the main skills required for this position and indicated in most cases why they are important.

He has clearly observed the candidate whilst performing and identified their strengths and weaknesses in some detail. In identifying certain weaknesses he has also indicated why they need to be improved. This is a very good point.

In suggesting ways of improving the weaknesses he has taken each one in turn and set out clearly what he ought to do to improve them. Moreover, he has suggested further ways in which the practices might strengthen his play. Although not actually mentioned, he is using the principle of repetition and overload. This is another very good point in this task.

He has clearly identified some interesting social, psychological and physiological factors which might affect his colleague's performance in different ways.

The conclusion, where he discusses his observation with the analysed candidate is rather short and lacking in detail. He could have suggested ways in which his skill practices could have been included in a training programme.

Although very well set out, and including pictures in the original copy, the task could have been improved by the inclusion of evidence of whether:

- the analysed candidate used the suggested practices
- any improvement in performance occurred.

The candidate could have given a little more thought to this and mentioned any of the many factors that might improve performance socially, psychologically and physiologically.

On the whole this is a well thought-out piece of work.

Final mark 8

Candidate B

Volleyball – Analysing and Improving task

Person analysing: Self.

Strengths

Serving: I consider having good serving skills. This were improved with hard work and training. Progression allowed me to combine leg and arm movements to have a stronger serve. This complex skill can be broken down into 3 steps for east learning.

Step 1: Stand behind the end line and make one step forward with the left leg. Step 2: Toss the ball upwards and make another step forward. Step 3: Now jump and try hitting the ball, landing on or over the end line. The most important thing about serving is the timing and coordination between arms and legs, which is improved with training. A good serve makes the other team have a harder time to control and then respond the ball back. While beginning to learn the skill, it is better to first concentrate in passing the ball over the net. Then making it a complex skill.

Dig: The dig can be easily performed while practicing on our own but once there are more people involved (active opposition or a game situation) it can be a difficult skill. This is because more precision and correct body positioning is needed. The ball could come quickly or slowly. To perform a good dig, feet should be placed at shoulders width and knees bent. Hands brought together forming a forearm platform with thumbs parallel, locking elbows. When receiving the ball, lean forward with body s weight and push ball upwards. I've improved my ding, especially on game situations. Now I 'attack' the ball with more confidence.

Setting: I consider myself capable of performing this skill correctly. It isn't that hard. It allows the performer to return a ball or lift it up so a spike/pass can be performed. The important things to remember when setting is that arms and legs should be bent and arms place above the forehead with palms up. When making contact with the ball it should be done with fingers and thumbs, pushing up with the arms full extended and legs. It's important to have relaxed hand for smoother sets. That's one thing I need to improve to perform excellent servings.

Teamwork: I believe there should be no stars on any team. Especially volleyball, were there are many individuals involved. This subject is very important for me. Everyone should earn his/her place on the team with training. Communication amongst players is crucial in. Combining a dig, set and spike isn't easy. Cooperation and timing needs to be practiced by the whole team in order to achieve a good performance (External pacing)

Weaknesses

Blocking: I can say that my basic feet positioning and arm rising are okay when blocking. What I need to improve is when jumping in order to block the spike; sometimes I tend to hit the net on the way down. An important thing when blocking that I usually do is giving away to my opponent. Jumping before the attacker has jumped is one of the weaknesses I have. This allows the attacker to read my move and just hit the ball over my hands instead of making a strong spike. With practice and training, my blocking would become more efficient.

Spiking: I can perform a moderately good spike but sometimes I have some difficulties when deciding what kind of shot to perform. My weight is always shifted forward correctly and my eyes placed on the setter till he sets the ball. When beginning to make my approach to the ball I perform my jump and swing my arms forward hitting the ball. The problem comes in the air and when the decision of the kind of shot (dink, off-speed or hard-driven spike) to make when it comes around. Sometimes I just hit the ball without

much thought. My other weakness in spiking is when hitting the ball behind my shoulders, making the ball go without direction and out of bounds.

Stamina: I consider myself having a good stamina level. This is crucial for any sport, not just volleyball. It allows individual to perform an activity without getting tired so easily. Volleyball is a sport for extroverts, which involves a lot of activity and reaction. The stamina of player's really helps to win a match.

Strengths and Weaknesses

Serving

Dig

Setting

Teamwork

Blocking

Spiking

Stamina

How to improve them

Improving my skills can make me become a better volleyball player. These skills are the most basic and important ones. Most of them are improved with hard training. Perfection can be achieved by doing special training circuits or methods, depending on the skill.

Serving (Part method) can be broken into steps for easy learning. The most important thing of this skill is timing. The ball should be tossed to a certain height, allowing the individual to approach and hit it at the precise moment. Once timing is accurate, pressure can be added to the serve by putting a time limit (ex. Number of serve done in a minute, number of good serves in a row or setting a target of where to set the ball). Improving the dig could be done made making the individual 'play passes with the wall'. In this way, body coordination and reaction would become more efficient. As improving, try passing the ball with another person (just using the dig) In order to have good setting skills; arms and legs should always be bent and then stretched. This gives power and distance to a high set, acting as a shock absorber for a lower set. To improve this skill, the individual could throw the ball to the air and then catch it. Once a good coordination is achieved instead of throwing the ball, make the individual serve the ball over his forehead (without moving from his/her place). To increase the difficulty, the individual could practice throwing the ball over the net and finally placing a serve and have someone spiking the ball (allow to measure the necessary distances and heights) Teamwork is improved when communication amongst players gets better. This can be done with the help of a coach, making players work together and know each other better. The most difficult part of blocking is the jump. The waist should be bent so chest and shoulders lean forward. Arms should be pulled back. When bending more body joints surrounding muscle (ankles, knees, hips, shoulders and elbows), the more muscle you can explode and with a good timing the higher the jump. In order to practice the landing the performer could move sideways along the net, performing a block every two steps. This allows the body to get used to land without touching the net. Improving the different shots of spiking would make the opposition have a harder time to block the shots. In order to improve this skill, a person could serve the ball and then the other could spike it over the net. In order to increase the difficulty, 2 other people could be place over the net, trying to block the spike. To start with, the net could be lowered down, as progression is made, it may be raised. Stamina can be improved mainly by running laps around the court.

Circuits and diagrams for improving

Serving drill

Picture of the serving drill	Two individuals, each one placed on one side of the court. They need to get the ball over the net and then the other serves it again. Start close to the net and as performance improves, begin moving backwards to the end line. After the skill is improved, move to the end of the line and try tossing the ball upwards and hitting it over the net (combining more body movements).
------------------------------	--

Blocking drill

Picture of a blocking drill	This drill would help to improve blocking skills. The individual would calculate the timing of the jump and also avoid hitting the net on the way down.
-----------------------------	---

Setting drill

Picture of a setting drill	his activity can be used especially for young kids in order to improve their setting and familiarisation with the skill. The ball should be thrown over their forehead and then caught with both hands.
----------------------------	---

More complex setting drill

Picture of a more complex drill	In this activity the performer would learn to calculate distance and timing needed to make a good set. Allowing the other player to spike the ball. He would practice placing the ball in the correct place at the precise moment.
---------------------------------	--

In this activity the performer would learn to calculate distance and timing needed to make a good set. Allowing the other player to spike the ball. He would practice placing the ball in the correct place at the precise moment.

Other factors that might affect performance

I feel that my performance is affected in other ways. These are:

- Socially – I am given lots of encouragement to play by my parents and family.
- Physiologically – although I am quite fit from a stamina point of view I could improve my leg strength.
- Psychologically – I am keen to do well and focus on all aspects of the game.

Teacher Comment on Candidate B – Analysing and Improving task

The candidate has set out his self-analysis task quite well. However, he could have followed the guidelines offered by Cambridge a little more closely and clearly stated the essential skills required in Volleyball at the start of the task. He has, to be fair to the candidate, indicated all the essential skills in Strengths and Weaknesses.

He has tried to analyse his own performance in a range of skills and commented on his strengths and weaknesses but he does not make any suggestion how he came to these conclusions or where he gained his information. Did he look at his own performance on video or was he offered feedback from a teacher or coach? He could have mentioned this, because his own view of his performance may be very different from another observer.

In his suggestions to improve performance he makes some very good points. He mentions some interesting practices and also includes further ways to improve different skills. This is well thought out and worthy of credit. He also offers some interesting pictorial practices (not included in this copy).

He picks out some interesting social, psychological and physiological factors that affect his performance but could have explained their impact on him more.

The end of the task lacks any sort of conclusion where he tries out some of his suggestions and reports on them. This is a pity because other parts of the task are well set out.

Final mark 7

Candidate C

Volleyball – Analysing and Improving task

Candidate: (self assessment)

Strengths

His digs are good in general although he needs to keep in mind that he needs to raise the ball high which is the purpose of the shot. He can jump to block the ball without any problem. He is not afraid of diving to the floor to dig or to save the ball if he needs to. He knows that he can use his legs to save a ball from landing on his court and normally, although it hasn't happened too often, when this happens the shots are kicked somewhere for a team-mate to get the ball over. In other words he normally knows how to direct the ball with his feet if it comes to it.

Weakness

He needs to remember to use his legs in the dig also to generate a stronger and therefore more effective shot. The position on the legs is that one of a sitting position because the shot is not only arm work but leg also. He needs to improve his underarm serve which is not very good at all. He needs to remember to set the ball with the hands at 'elephant ears' position to generate a better shot. He needs to improve in feeding the ball to a team-mate for him to produce a mate.

How he can improve:

To improve the use of his legs in the dig he can do dig shots with a partner without the use of a net and try to volley for a certain length of time or until both of them feel confident with their digs and have used their legs accordingly. After this first exercise he could do dig shots with a partner using the net to make it more challenging. The purpose of this practice is to use the legs and therefore they should concentrate on the correct posture of their legs to have done a proper shot.

He can improve his underarm serves by moving more to the left when serving as to make sure that the ball passes to the other side and within their court. With a partner he can practice this with one at each side of the net in the serving area. One serves the ball and the other catches it and informs the server if it was a valid serve. Then the one who catch the ball serves it to his mate on the other side of the court. It is better to have two doing it as partners because your arms can tire very easily when serving too continuously.

To improve his set shots he can practice by himself or a partner. Throwing the ball upwards, if he is by himself, and using the correct positioning of the arms. He can walk around the court continuously throwing the ball. To make it harder he can raise the ball higher and therefore make it more challenging. To practice feeding the ball to a partner he needs to stand beside the net and throw the ball to his partner for him to smash the ball to the other side. You should try to throw the ball to start with and then later dig the ball to make it more challenging.

Teacher Comment on Candidate C – Analysing and Improving task

The candidate has partially set out his task as Cambridge guideline suggest but unfortunately he has omitted to include the essential skills of the game, and there is no conclusion.

He touches on most of the essential skills in the game but does not analyse strengths and weaknesses in sufficient detail. He spends very little time stating why he thinks the different skills or aspects of his play are either strong or weak. He also fails to mention how he arrived at his conclusions. How did he observe himself? Where did he get feedback from? Did he use any practices or tests? He mentions skills but what about his fitness? This is not mentioned. He mentions ways in which different skills can be improved but not in sufficient detail. There are also no illustrations of skill or fitness practices.

He has failed to mention any social, physiological or psychological factors that could affect his performance.

With a little more attention to detail the candidate could have achieved a higher mark.

Final mark 4

Appendix A: Activity content and assessment criteria

ASSOCIATION FOOTBALL

Basic skills and techniques

Passing	<p>Types of pass, ground, lofted, chip, volley, position at each pass, uses of the passes in the game, use of either foot, inside or outside.</p> <p>Accuracy and weight of the pass.</p> <p>Angles of the pass, ability to get free for a pass, selection of the appropriate pass, communication between players.</p>
Control	<p>Use of various surfaces, (head, chest, foot, thigh), relax and retract the surface used, control away from a defender or towards a team-mate, control under pressure, get into line with the ball, eyes on the ball throughout.</p>
Dribbling	<p>Running with the ball, with and without pressure, changing rhythm and pace, direction, using different parts of the foot, use of feints, body swerves.</p> <p>Beating an opponent, in particular positions (wing) and shooting. Screening to gain time for a pass.</p>
Heading	<p>Attacking – head down and to wrong-foot goalkeepers.</p> <p>Defending – head high, wide and for distance contact with the ball in attack or defence.</p> <p>Jumping to head the ball, heading as a pass, heading while being marked.</p>
Shooting	<p>With either foot, inside or outside, short and long-range shots, swerving shots, volleys, side-on or facing the goal, penalty kicks.</p> <p>Position to shoot after control, the accuracy of the first touch. Power versus accuracy.</p> <p>General technique, head down, good contact, follow through.</p>
Tackling	<p>Interception before tackle, jockeying for position, front tackle, side tackle, slide tackle, recovery after the tackle, transfer of weight during the tackle.</p>
Goal-keeping	<p>Collecting the ball at various heights, body position, shot stopping, dealing with crosses, narrowing of angle, punch or catch, body behind the ball throughout.</p> <p>Throwing, place kicking, kicking from the hands, punching (two hands if possible), diving at players' feet, anticipation, distribution.</p> <p>Communication with other players.</p> <p>Positioning at various set pieces</p>

Tactics and team skills

To include individual positions, roles of the players

Principles of play	<p>Attack, depth and width, penetration (route one), mobility of all players but particularly attackers, improvisation.</p> <p>Defence, depth in defence, concentration, delay to allow defender to recover, balance both in position and individual team players.</p> <p>Defence – control and restraint.</p>
Systems of play	<p>4–4–2, 4–3–3, 4–2–4, sweeper systems, one to one and zonal marking, advantages/disadvantages of the systems used in particular situations, systems reflecting conditions of play.</p>
Set play	<p>Positions for attack and defence at dead ball situations, e.g.kick-offs, corners, throw-ins, goal kicks, free kicks (direct or indirect).</p> <p>Positions, as they vary in different parts of the field.</p>
Other aspects	<p>Overlapping play, diagonal running, cross-over plays, tactical use of offside, blind side running.</p>

Candidates should be taught to evaluate and improve their performance.

Basic laws of the game (to include rules/regulations)

ASSOCIATION FOOTBALL ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful team play • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game • an ability to show to a high standard a full range of skills, understanding and, 'vision' in respect of an individual position. Also, as a result of his/her 'reading' of the game and good positional sense he/she is able to perform the skills, if required, at varying speed with consistency, accuracy and with total control.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations of successful team play • a good understanding of positioning and specific role awareness • an ability to show the full range of skills in relation to an individual position but not always relating these to the 'reading' of the game. He/she would display many of the following: good balance in running, dribbling and distribution skills; ability to turn sharply; show good speed off the mark; ability to dummy an opponent; show good timing in kicking, heading and tackling and instinctively passing and moving to support play. In the case of a goalkeeper he/she would display good catching, kicking and throwing skills • an ability to apply tactics to overcome opponents' weaknesses.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful team play • a sound understanding of positioning and specific role awareness • an ability to make sensible choices but not always having the time to execute the required skill well • an ability to execute a variety of individual skills relative to an individual position but possible inconsistency in technique execution particularly when under pressure.
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game • an ability to organise him/herself and others well for a practice game • an ability to make appropriate simple choices in an attempt to outwit opponents • an ability to execute some skills relative to an individual position, but not always having the control to make a positive contribution to team play • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• a limited understanding of the rules and regulations of the game• a limited ability to organise him/herself and others in order to improve simple techniques in practice• a limited ability to select the appropriate basic skills in order to contribute to the game• a limited ability to execute the basic skills in a practice and game situation.

BADMINTON

Basic skills and techniques

Strokes/shots	Forehand or backhand as appropriate, correct grips, forehand, backhand, tapping grip. Forehand and backhand high and low clear, forehand smash, forehand drop shot, forehand and backhand drives, net play, return upshots and low/high/flick serves.
Technical points	Grip, preparation for the shot (body position), execution of the shot, to include footwork and arm action as well as general body position, follow through, recovery from the shot, flight and direction of the shot, selection of the shot.

Tactics and team skills

Candidates should be taught to evaluate and improve their performance.

Basic laws of the game (to include rules/regulations)

Singles	Basic positioning, movement around the court, tactics during rallies, shot selection, variety in play and shots, attacking space.
Doubles	Basic positioning for men's and women's doubles, and mixed doubles, tactics adopted during rallies to gain the attack, variety of shots, variety in play.
Serving	Serving strategy (low/high), receiving and returning service, varying the service.

BADMINTON ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game • an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play in both singles and doubles games • a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in a game • an ability to select and use the correct strokes effectively in both practice and game situations, in singles and doubles, and produce good attacking strokes • an ability to apply tactics successfully to overcome opponents' weaknesses.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play in both singles and doubles games • a sound understanding of positioning and specific role awareness • an ability to make sensible choices when choosing the best shot and understand the principle of attacking space • an ability to execute a variety of shots in a game situation • an ability to apply simple tactics with a measure of success in a game situation.
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules/regulations in order to play a recognised version of the game • an ability to organise him/herself and others well for a practice game • an ability to make appropriate simple choices in an attempt to outwit opponents • an ability to execute basic shots with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a limited understanding of the rules/regulations of the game • a limited ability to organise him/herself and others in order to improve simple techniques in practice • a limited ability to select the appropriate shots in order to return the shuttlecock • a limited ability to execute the basic shots in a passive situation.

BASKETBALL

Basic skills and techniques

Basic stance	Triple threat position for passing, dribble or shoot, feet shoulder width apart, knees slightly bent.
Shooting	<p>Set shot, 90° shoulder, elbow, wrist, fingers spread out underneath ball, position of ball, basic stance, extension of joints, wrist, height of shot.</p> <p>Jump shot – above plus jump.</p> <p>Lay up – footwork, high release, drills.</p> <p>Hook shot – bowling action, high release, footwork.</p>
Passing	<p>Chest pass, bounce pass, overhead pass, javelin pass.</p> <p>Use of pass, signalling, receiving (moving, footwork, feinting). Dribbling/footwork.</p> <p>Both hands, hand position, head up, body between opponent and ball, waist height.</p>
Footwork	Pivoting, 1 count stop, 2 count stop.

Tactics and team skills

Points to include

One to one offence	<p>1 v 1 – moves, fake and drive, cross-over step.</p> <p>2 v 2 – above plus pass and cut, backdoor move.</p> <p>3 v 3 – above plus pick and roll, on the ball, off the ball.</p>
Defence	<p>1 v 1 – basic stance, step and slide, reverse pivot, between ball and basket, arm's length away and a bit, force opponent onto weakhand.</p> <p>2 v 2 – above plus, denying pass, land in passing lane, position on court, help defence.</p> <p>Full Court – denying the pass.</p> <p>Zone Defence – types of zone defence (positions, positional responsibilities, reasons why it is used).</p> <p>Fast Break – methods (use of fast break methods).</p>

Candidates should be taught to evaluate and improve their performance.

Basic laws of the game (to include rules/regulations)

BASKETBALL ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful team play • a full range of skills in a competitive game relative to his/her age group, showing good reactions and an element of disguise in play; skills to include left and right handed lay-up shots • an ability to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation • an awareness of tactics and strategies necessary for successful team play including the ability to set a pick (screen) and roll situation.
31–40	<p>A candidate should demonstrate under applied conditions</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful team play • an ability to play strongly in an individual position and make a good contribution in a game relative to his/her age group • an ability to display good ball handling, retention and distribution skills with some minor faults • an ability to shoot consistently well from a distance and mark the basket using a variety of techniques and rebound effectively • an ability to show good balance and determination in different forms of defensive play.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules/regulations for successful play • a sound understanding of positioning and specific role awareness; court circulation is noticeable and he/she moves to support colleagues in offensive play • an ability to dribble the ball with either hand and choose the most appropriate pass effectively • an ability to shoot quite well, feint and drive to a lay-up shot in practice but less consistently well in a game situation • an ability to apply simple tactics with a measure of success.

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules/regulations in order to play a recognised version of the game • an ability to organise him/herself quite well for a practice game but difficulty in integrating some of the skills into the game and occasionally infringing double dribble and travelling rules • an ability to pass the ball into a space ahead of colleagues but not always able to support the receiver in offensive play • an ability to shoot, dribble and pass with partial success, but limited by his/her technique. The lay-up shot is likely to lack fluency and is frequently done off the wrong leg • an awareness of simple tactics to overcome opponents' weaknesses at the basic level.
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a limited understanding of the rules/regulations of the game • a limited ability to organise him/herself and others in order to improve simple techniques in practice • an ability to throw, catch and shoot, more frequently from a static position, though not accurately • an ability to dribble the ball while stationary but showing poor application of the footwork rule, leading to consistent violation • a limited ability to use space and showing little awareness of others on court.

HOCKEY

Basic skills and techniques

Points to include

Ball control	Grip, vision, footwork Dribbling, dodging
Passing the ball	The hit The push open and reverse stick The flick The aerial ball
Receiving the ball	From the front From the left From the right From behind
Tackling	Closing down In front of the body Open side Reverse side
Beating an opponent	Reverse side Open side
Goalkeeping	Preparing to save Saving, kicking – with the stick, with the hands and body Positioning
Warm up	Physiological/psychological aspects
Fitness and training	Stamina/strength Speed/suppleness Skill Requirements according to position

Tactics and team skills

Points to include

Attacking skills and principles of play	Scoring goals fluidity incentive width support possession speed penetration mobility confuser attack	Defending skills and principles of play	Preventing goals disciplines well organised depth cover speed security delay restrict space zonal one to one.
Set pieces	Penalty corner penalty strokes long corner free hits 16 yard (14.63 m) hit hit or push in push back	Team Formations	1-2-3-5 1-1-3-4-2 1-1-3-3-3 1-1-3-2-4.

Candidates should be taught to evaluate and improve their performance.

Basic laws of the game (to include rules/regulations)

HOCKEY ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game • an ability to play a competitive game at a high level relative to his/her age group • an ability to show the full range of skills at the appropriate time, showing very good balance, control, composure, consistency and accurate distribution of the ball. He/she would be able to mark a player tightly and time a tackle well in a variety of situations. A goalkeeper would be expected to fulfil to a high standard such skills as tackling, saving with hands, diving and use of the body and distributing the ball well after a save.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play • a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in the game • an ability to select and use the correct stickwork effectively and play a significant role in a competitive game relative to his/her age group. He/she will be able to show good control in dribbling, turning, passing, shooting and tackling skills in an individual position. He/she may not always be capable of using them at the appropriate time. A goalkeeper would have a good range of skills but may well not always position him/herself well to defend from open play and set pieces.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play • a sound understanding of positioning and specific role awareness • an ability to display a range of skills which enable him/her to play an effective role in a game relative to his/her age group. He/she will be able to intercept a pass on the open or reverse stick side, control and distribute the ball with a measure of success. However, unless he/she has sufficient time he/she is likely to be easily tackled and dispossessed. He/she is able to do the Indian dribble but this will not be very evident in his/her game. When put under pressure his/her skills break down. A goalkeeper will be able to show the necessary skills but more in a practice session than in a game • an ability to apply simple tactics with a measure of success in a game situation.

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game • an ability to organise him/herself and others well for a practice game • an ability to show some of the skills required in an individual position, but not always possessing the control to make a positive contribution to team play. He/she is likely to display many of the following: control of the ball is likely to be only on the open stick side, reactions to situations are slow and passes are frequently inaccurate, mistimed or incorrectly weighted, tackling is ineffective and there is a lack of anticipation • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a limited understanding of the rules and regulations of the game • a limited ability to organise him/herself and others in order to improve simple techniques in practice • a limited ability to select the appropriate skills in practice rather than a game situation • a limited ability to execute the basic skills of pushing, hitting and stopping the ball but more in a practice rather than game situation.

NETBALL

Basic skills and techniques

Points to include

Ball familiarisation	<ul style="list-style-type: none"> Ball high in the air Ball at medium level Ball in contact with ground Ball at floor level
Foot awareness	<ul style="list-style-type: none"> Setting the body in motion Stopping Pivoting Running footwork
Ball handling receiving – catching	<ul style="list-style-type: none"> Eye on the ball Where to receive
Distribution – passing	<ul style="list-style-type: none"> The preparation, point of release, flight, path of the ball, result Analyse throwing action: use of chest, overhead, bounce, one handed shoulder pass Taking the ball on the run
Basic shooting	<ul style="list-style-type: none"> Base – support – focus – preparation – release – result Shooting on the run Step-up penalties Tactics – division Circle – shooting Strengths and weaknesses
Defending skills	<ul style="list-style-type: none"> Footwork – body position – concentration Marking a moving player Marking a static player Blocking Defending the pass Defending the shot
Attacking skills	<ul style="list-style-type: none"> Assessing opponent Self assessment Timing the move Moving off the ball Footwork and speed of reaction Getting free – change of speed; change of direction

Tactics and team skills

Points to include

Building a game	Grid system 2 v 2, 3 v 3, 5 v 5, 7 v 7	
Attack	Continuity anticipation timing	Surprise breadth flexibility
Defence	One to one Zone – half court and full court	
Full court play	Horizontal banding – each player responsible for the passage of the ball through his/her band Vertical banding – aids spacing, emphasise width of attack	
Set plays	Centre pass Throw up Penalty pass or shot Side and goal line throw in	

Candidates should be taught to evaluate and improve their performance.

Basic laws of the game (to include rules/regulations)

NETBALL ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game • an ability to dominate an opponent while playing a competitive game at a high level relative to his/her age group • very good ball handling skills, a full range of throwing/passing skills and very good movement about court. He/she also shows very good reactions, change of direction, change of speed and can fulfil positional requirements with flexibility • an ability to fulfil three stages of marking; the player, the ball and the space.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play • a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game • an ability to play strongly in an individual position. He/she shows consistently accurate and varied passes and equally good catching skills. He/she shows good dodging ability and consistent footwork • an ability to mark players and the ball and to play an effective role in a game relative to his/her age group • an ability to apply tactics successfully to overcome opponents' weaknesses.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play • a sound understanding of positioning and specific role awareness • an ability to show a variety of passes but not always accurately and appropriately. He/she has the ability and time to free him/herself from an opponent and to find space. In a defensive role he/she can mark a player consistently but finds it difficult to mark the ball and space. He/she is alert to interception and moves quickly in response to his/her team gaining possession of the ball • an ability to apply simple tactics with a measure of success in a game situation.

Marks	Description
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game • an ability to organise him/herself and others well for a practice game • an ability to pass the ball into space ahead of a colleague and to apply the footwork rule with a reasonable degree of success • an ability to mark players, but not consistently • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a limited understanding of the rules and regulations of the game • a limited ability to organise him/herself and others in order to improve simple techniques in practice • an ability to throw and catch but not necessarily accurately, particularly when moving • a limited appreciation of positioning and the appreciation of the obstruction rule.

TENNIS

Basic skills and techniques

Points to include

Groundstrokes	Backhand/forehand: swinging, lifting action knee/waist height arms length preparation follow through
Topspin	Low to high Brushing action
Backspin	High to low Chopping action
Grips	Western, continental, eastern
Volleys	Backhand, forehand, high volley, low volley, overhead: position of feet punching/blocking action little backswing and follow through contact in front preparation throwing action sideways on
Service	Flat serve, topspin, slice, grips: placement of ball for each service type racket preparation, 'backscratcher' position throwing action, follow through chopper grip

Tactics and team skills

Points to include

SINGLES	
Attacking play	<p>Good length, deep shots</p> <p>Cross court, down the line</p> <p>Passing shots, topspin lobs</p> <p>Serve and volley, checking and moving in</p> <p>Approach shots, slice to corners</p> <p>Drop shots</p>
Defensive play	<p>Lobbing</p> <p>Slowballing</p> <p>Regaining equality during rally</p>
Opponents	<p>Observe and assess opponent:</p> <p>strengths and weaknesses during warm up stroke weaknesses</p> <p>physical weaknesses, i.e. speed, mobility, height, strength, fitness</p>
Environmental	<p>Court surface: fast, slow</p> <p>Conditions: high bouncing, low bouncing, reaction to spin</p> <p>Types of ball: new, old, hard, soft</p> <p>Weather, wind, position of sun</p>
DOUBLES	
Attacking play	<p>Both players at the net</p> <p>Court coverage, acting in tandem</p> <p>Intercepting</p> <p>Tandem or Australian formatting</p> <p>Low dipping returns forcing volleyer to hit the ball up</p> <p>Angles</p>
Defensive play	<p>Both players at back of court</p> <p>Lobbing</p> <p>Continuous driving</p>

Candidates should be taught to evaluate and improve their performance.

Basic laws of the game (to include rules/regulations)

TENNIS ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game • an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy. He/she will be able to compete and produce the correct tactical strokes in a match showing awareness of his/her own and their opponents' court positions. He/she has the ability to play all strokes including the lob, smash and sliced/spin serves. The serves will be made with speed, accuracy and a good measure of consistency.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play • a good understanding of roles and conditions of play and the knowledge to use them to advantage in the game • an ability to select and use the correct strokes effectively in both practice and game situations, in singles and doubles, and produce good attacking strokes. He/she would be able to produce correct forehand and backhand volleys and ground strokes with accuracy and consistency in a practice game without the pressure of a match situation. He/she will be able to serve with a good measure of speed and accuracy • an ability to apply tactics successfully to overcome opponents' weaknesses.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play • a sound understanding of positioning and specific role awareness • an ability to make sensible choices when choosing the best shot, understanding the principle of attacking space • an ability to serve and produce basic forehand and backhand strokes with consistency in a practice situation and also with some success in a double or singles game • an ability to apply simple tactics with a measure of success in a game situation.
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules and regulations in order to play a recognised version of the game • an ability to organise him/herself and others well for a practice game • an ability to make appropriate simple choices in an attempt to outwit opponents • an ability to execute a forehand stroke with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes. He/she is likely to be able to serve but not accurately or consistently • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• a limited understanding of the rules and regulations of the game• a limited ability to organise him/herself and others in order to improve simple techniques in practice• a limited ability to select the appropriate stroke in order to return the ball• a limited ability to execute the basic strokes in a passive situation. He/she will also find it difficult to serve or maintain a rally as a result of poor stroke production, frequently mistiming or mis-hitting the ball.

DANCE

Types of dance

Educational dances, including traditional dances taught in school which are designed to show expressive movements and are often based on a theme, event, idea or story. The dance should relate closely to the theme, event etc.

Folk dances, including English, Irish and Scottish folk dancing. These might include the English Maypole Dance, the Morris Dance, the Irish and Scottish reel and sword dances which may be performed individually or as a member of a group. Other ethnic dances may also be used.

Historical dances, including English, Irish and Scottish Country dancing. These might include the Irish jig, the Scottish reel and sword dances which may be performed individually or as a member of a group. Other ethnic dances, such as Indian or Greek, for example, may also be used.

Theatrical dances, including tap dancing, ballet, sequence dancing and other dances used on the stage. These might include Irish dancing, or Scottish dancing, which may be performed individually or as a member of a group.

Social dances, including modern ballroom dancing and sequence dancing.

The types of music to which a candidate is dancing should be appropriate to the type of dance. This might be of any type, such as ballet, slow waltz, quickstep, foxtrot, jazz or jive, disco, popular type or ethnic type music.

Points to look for in assessment

Performance

The technical and expressive nature of dance skills through the performance of short and complete dances. The dances should last between two minutes 30 seconds and three minutes, but may be determined by the length of the music.

Principles	Posture/placement, alignment, co-ordination, balance, control and mobility.
The body	The use of different parts of the body in isolation and combination.
Dynamics	Speed, energy, continuity, rhythm.
Spatial	Shaping and projecting the body.
Dance combination	Exploring a range of dance ideas, styles and accompaniments.
Dance appreciation	Appreciating the meaning and significance of different types of dance.

Composition

A study and appreciation of dances through participating in and composing solo, duo and group dances.

Exploration of a range of dance ideas, styles and accompaniments; development of appropriate actions, spatial and dynamic content; choreographic devices as appropriate to dance style; expression and communication.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), idea based (stories, poetry).

Appreciation

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, style (lyrical, abstract, dramatic), subject, dynamic, spatial and action content, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

Interpretation of choreographer's intention; meaning of parts or all of the dance.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Rules of the activity and safety regulations

DANCE ASSESSMENT

Planning, performing and evaluating [insert new assessment criteria text]

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form the ability to take a number of roles in a group and show some planning and leadership skills a detailed understanding of the role of rules and conventions of dance.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a wide range of technical and expressive skills separately and in combination the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning a detailed understanding of the role of rules and conventions of the dance.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, and demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes a sound understanding of the role of rules and conventions of the dance.
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> sound performance skills in a range of styles the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely a basic understanding of the role of rules and conventions of the dance.

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• the ability to use simple compositional principles with help: they may also need support in devising and presenting dances. They find dance styles challenging to perform• the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views• the ability to have some sense of what they need to do to warm up and cool down• some understanding of the role of rules and conventions of the dance.

SKIING/SNOWBOARDING

Basic skills and techniques for skiing

Points to include

Warm up	Candidates should practise stretching exercises on skis in readiness for skiing.
Walking wearing skis	Candidates should practise easy sliding walking action, progressing to side stepping up and down a slope with skis parallel to the fall- line.
Side stepping, turning, getting up	Simple snowplough step turn to the left and right on an area of flat snow. Getting up from a sitting position with skis parallel to the fall-line with and without sticks.
Schussing and stopping	Parallel ski schuss, progressing to doing simple exercises, e.g. lifting alternate skis, touching boots. Snowplough stop at a given spot. Action should show candidate's weight forward.
Traversing and side slipping	Parallel run across the fall-line to the left and right. Edging skis to initiate side slip.
Climbing	Side stepping and herring bone methods.
Turning (stationary)	Stationary turn using the kick method.
Turning (moving)	Snowplough left and right across the fall-line; stem turn left and right across the fall-line; swing to the hill from a parallel ski descent and emergency stop; parallel swing left and right.

Basic rules/regulations and safety

Points to include

Warm up	Candidates should practise stretching exercises on skills in readiness for snowboarding.
Basic stance	Candidates should practise regular and goofy stance, get up from fall.
Moving on the snowboard	Candidates should practise side slip front side, straight descent, toe edge turn, carve stop, turn to left and right (heel edge and toe edge turns), heel edge stop and scoot front foot in.
More advanced manoeuvres	Candidates should try to progress to a series of linked turns, toe traverse, heel traverse, carved turns left and right, linked carved turns, ability to crouch in turns, snowboard fakie (reverse) in controlled manoeuvres and short swings.
Use of ski lifts	Candidates must be familiar with the procedures and safe use of different ski lifts that are particularly suitable for candidates who are snowboarding.

Safety	<p>Candidates should be aware of the inherent dangers involved in skiing such as:</p> <ul style="list-style-type: none"> taking unnecessary risks skiing off piste, not knowing the weather signs/conditions, skiing too fast. <p>They should be aware of precautions needed on a day to day basis; skis; piste maps; courtesy code.</p> <p>Basic first aid knowledge should include the ability to treat minor injuries and knowing where to seek help. Candidates should understand the reasons for adequate protective clothing and also protection against the wind, cold and the sun.</p> <p>Candidates should know where to ski and where not to ski and the reasons.</p> <p>Candidates should know the ski signs</p>
Using tows and lifts	<p>Candidates should be introduced to different types of tows/lifts.</p> <p>They should be aware of the rules applied to tow/lifts.</p> <p>On T-bars they should hold sticks in one hand, stand up (not sit down), knees slightly bent, keep skis apart and parallel and take care when getting off.</p> <p>On chair lifts they should never jump off the swing chair.</p>

SKIING/SNOWBOARDING ASSESSMENT

Planning, performing and evaluating

Marks	Description
41–50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • an ability to plan in considerable detail a day's skiing/snowboard along a defined piste • an ability to interpret ski maps and information, consider weather and snow conditions in readiness for a safe day's skiing/snowboarding • an ability for skiers to ski an undulating slalom course using advanced techniques in a very controlled and balanced manner. The turns should show the correct edging of skis and most will be performed using parallel skis • an ability for snowboarders to follow a suitable very challenging route using appropriate turns which are performed to a very high and controlled standard.
31–40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed knowledge of routes and equipment in preparation for a day's skiing/snowboard • an ability to interpret ski route maps, information and take appropriate and sensible courses of action based on a knowledge of snow and weather conditions • an ability for skiers to ski an undulating slalom course using a variety of turns in a balanced and controlled manner. Turns should also show good technique with the correct edging of skis and must include some parallel turns • an ability for snowboarders to follow a suitable challenging route using appropriate turns which are performed to a high standard with a good measure of control.
21–30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • an ability to plan a descent over a gentle graded slope noting the basic requirements • a sound knowledge of snow, slope and weather conditions in preparation for skiing/snowboarding over a defined route • an ability for skiers to ski a route using methods to control the speed of descent and using a variety of turns in a controlled way. Throughout the run he/she should demonstrate sound balance and the correct use of edges in at least the snow plough and stem turns • an ability for snowboarders to snowboard over a defined route showing a sound measure of control.
11–20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • an ability to plan a simple, safe, short downhill ski/snowboard run using basic skills including the use of snow plough (for skiers) to control the speed of descent, turn left and right and make a controlled stop • snowboarders will show a similar measure of control through running and side-slipping. The run should be performed on an easy slope, without any falls and showing basic balance and control.

Marks	Description
0–10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• for skiers to show an ability to walk and climb on a gradual slope wearing skis, get up from a fall without help and make a simple controlled descent (schuss) over 20–30 m with a snow plough stop• snowboarders will show a similar measure of control through running and side-slipping. The run should be performed on a very easy slope, without any falls and showing basic balance and control.

Appendix B: Cambridge IGCSE Physical Education Assessment Forms

All forms and their instructions are available as interactive pdfs from the Cambridge Samples Database at www.cie.org.uk/samples on the public Cambridge website.

- Instructions on how to set out the Analysing and Improving written task
- Order of Merit (Track and Field)
- Order of Merit (Distance and Swimming)
- Order of Merit (Centre)
- Coursework Assessment Summary Form

Analysing and Improving Task Instructions

PE Cambridge IGCSE[®] and Cambridge O Level
Analysing and Improving Task Instructions
Please select Component and Syllabus below

Candidates must complete the analysing and improving task for **one** of their chosen activities.

Candidate Number					Candidate Name	
-------------------------	--	--	--	--	-----------------------	--

Assessment of candidates' ability to analyse and improve their own or someone else's performance.

Part of the assessment should take the form of an observational/written task; an example of how the task should be set out is given below. The details need to be supplied by candidates. A sample of at least 5 Analysing and Improving Tasks must be submitted for external moderation.

Analysing and Improving Task

The following instructions offer guidance to candidates on how to set out the analysing and improving task.

Choose a member of the school activity group.

Observe the player/competitor/participant in a practice/game/activity situation.

Identify the player/competitor/participant	
Name of activity	

Describe the participant's role/position in the activity (e.g. goalkeeper etc.).

Task Instructions

1. Identify the essential skills/techniques needed for a participant in his/her position/role and the part that tactics play (if appropriate).
2. Explain in detail
 - the strengths of the player/competitor/participant,
 - the weaknesses of the player/competitor/participant.
3. Suggest ways in which any strengths or weaknesses might be improved or corrected through training and practice.
4. Consider physiological, psychological and social factors that might affect performance.
5. Outline a training programme for the person being analysed.

Candidates should be able to complete the Analysing and Improving Task using no more than eight sides of A4 paper.



Order of Merit (Track and Field)

Cambridge IGCSE® PE - Track and Field Athletics

Please follow these instructions carefully before completing the PDF *Order of Merit* provided below.

1. This form is an interactive PDF and may be completed in one of three ways:
 - on-screen and then printed out
 - on-screen and then printed out; add any internally moderated marks by hand
 - printed out and completed on paper by hand.

Note that the *Order of Merit* must be completed during each test and not afterwards from a recording.

2. Additional copies of this form can be downloaded from the samples database www.cie.org.uk/samples.
3. To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow this step-by-step guide to access candidates' entry data. You will only be able to use this method after all your entries have been submitted to Cambridge. Please check that your Centre can access CIE Direct.
 - Log on to CIE Direct (<https://direct.cie.org.uk>) and go to the 'Administer exams' section, then to 'internally assessed marks' and select the current series.
 - Select the relevant component from the list to see all the entries for that component.
 - On the top right-hand side of the screen select the CSV button to convert the data to an Excel spreadsheet.
 - Save the file and then copy and paste the data into the *Order of Merit*.
4. Completing the *Order of Merit*:
 - Complete the information at the top of the form.
 - List the candidates in an order that will allow ease of transfer of information to Cambridge at a later stage (i.e., in candidate number order, where this is known).
5. Both the teacher completing the form and the independent verifier (where applicable) should check the form and complete and sign the bottom portion.
6. **Please keep a copy of the *Order of Merit*.**

External Moderation

This form is to be used to show the external moderator the rank order (based on *Planning, Performing and Evaluating*) for Track and Field Athletics. This form **must** be submitted for external moderation if there are candidates who have been assessed in Track and Field Athletics. An independent person should sign the form to confirm the times and distances achieved by candidates.



Order of Merit (Distance and Swimming)

Cambridge IGCSE® PE

Please follow these instructions carefully before completing the PDF *Order of Merit Form* provided below.

1. This form is an interactive PDF and may be completed in one of three ways:
 - on-screen and then printed out
 - on-screen and then printed out; add any internally moderated marks by hand
 - printed out and completed on paper by hand.

Note that the *Order of Merit* must be completed during each test and not afterwards from a recording.

2. Additional copies of this form can be downloaded from the samples database www.cie.org.uk/samples.
3. To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow this step-by-step guide to access candidates' entry data. You will only be able to use this method after all your entries have been submitted to Cambridge. Please check that your Centre can access CIE Direct.
 - Log on to CIE Direct (<https://direct.cie.org.uk>) and go to the 'Administer exams' section, then to 'internally assessed marks' and select the current series.
 - Select the relevant component from the list to see all the entries for that component.
 - On the top right-hand side of the screen select the CSV button to convert the data to an Excel spreadsheet.
 - Save the file and then copy and paste the data into the *Order of Merit*.
4. Completing the *Order of Merit*:
 - Complete the information at the top of the form.
 - List the candidates in an order that will allow ease of transfer of information to Cambridge at a later stage (i.e., in candidate number order, where this is known).
5. Both the teacher completing the form and the independent verifier (where applicable) should check the form and complete and sign the bottom portion.
6. Please keep a copy of the *Order of Merit*.

External Moderation

This form is to be used to show the external moderator the rank order (based on *Planning, Performing and Evaluating*) for Cross Country Running/ Competitive Swimming. This form **must** be submitted for external moderation if there are candidates who have been assessed in Cross Country Running/ Competitive Swimming. An independent person should sign the form to confirm the times and distances achieved by candidates.



Order of Merit (Centre)

Cambridge International PE

Please follow these instructions carefully before completing the PDF Order of Merit/Candidate Mark Sheet provided below.

1. This form is an interactive PDF and may be completed in one of three ways:
 - on-screen and then printed out
 - on-screen and then printed out; add any internally moderated marks by hand
 - printed out and completed on paper by hand.

Note that the *Order of Merit* must be completed during each test and not afterwards from a recording.

2. Additional copies of this form can be downloaded from the samples database www.cie.org.uk/samples.
3. To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow this step-by-step guide to access candidates' entry data. You will only be able to use this method after all your entries have been submitted to Cambridge. Please check that your Centre can access CIE Direct.
 - Log on to CIE Direct (<https://direct.cie.org.uk>) and go to the 'Administer exams' section, then to 'internally assessed marks' and select the current series.
 - Select the relevant component from the list to see all the entries for that component.
 - On the top right-hand side of the screen select the CSV button to convert the data to an Excel spreadsheet.
 - Save the file and then copy and paste the data into the *Order of Merit/Candidate Mark Sheet*.
4. Completing the *Order of Merit*:
 - Complete the information at the top of the form.
 - List the candidates in an order that will allow ease of transfer of information to Cambridge at a later stage (i.e., in candidate number order, where this is known).
5. **Please keep a copy of the *Order of Merit/ Candidate Mark Sheet*.**

External Moderation

The Centre *Order of Merit* is to be used to show the external moderator the rank order (based on *Planning, Performing and Evaluating*) for each activity (there are separate Centre *Order of Merit forms* for Track and Field Athletics and Cross Country Running/ Competitive Swimming.) These forms **must** be submitted with the video evidence for external moderation.

The Candidate Mark Sheet should be completed in candidate number order for all candidates, one form for each activity, and they must all be submitted for external moderation.



Coursework Assessment Summary Form

Cambridge International Physical Education

Please follow these instructions carefully before completing the PDF Coursework Assessment Summary Form provided below.

1. The form is an interactive PDF and may be completed in one of three ways:
 - on-screen and then printed out.
 - on-screen and then printed out; add any internally moderated marks by hand.
 - printed out and completed on paper by hand.

Cambridge recommends that, wherever possible, the form is completed on-screen. The form will add up the candidates' marks for you and therefore eliminate risk of calculation error.

2. Additional copies of this form can be downloaded from the samples database www.cie.org.uk/samples.
3. To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow this step-by-step guide to access candidates' entry data. You will only be able to use this method after all your entries have been submitted to Cambridge. Please check that your Centre can access CIE Direct.
 - Log on to CIE Direct (<https://direct.cie.org.uk>) and go to the 'Administer exams' section, then to 'internally assessed marks' and select the current series.
 - Select the relevant component from the list to see all the entries for that component.
 - On the top right-hand side of the screen select the CSV button to convert the data to an Excel spreadsheet.
 - Save the file and then copy and paste the data into the Coursework Summary Assessment Form.
4. Completing the Coursework Summary Assessment Form.
 - Complete the information at the top of the form.
 - List the candidates in candidate number order.
 - Indicate the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
 - The marks for **four** activities from at least **two** categories (see syllabus) should be entered in the appropriate columns.
 - If you are completing the form on paper by hand, add up the marks and write the total in the 'Total for 4 activities' column. Divide the total marks (out of 200) by 4 to produce a final total (out of 50). Add the Analysing and Improving mark (out of 10) to give a final mark (out of 60). Enter the final mark in the last column. If you are completing the form on screen, the marks will be added up for you and the total will automatically appear in the 'Total for 4 activities', 'Total ÷ 4' and 'Final Total' columns. The teacher completing the form should check the form and complete and sign the bottom portion.
5. **Please keep a copy of the Coursework Summary Assessment Form(s) for your records.**

External Moderation

A sample of candidates' work must be submitted to Cambridge for external moderation. Details of the work to be submitted may be found by visiting the samples database at www.cie.org.uk/samples. Teachers should work with their exams officer to make sure the correct coursework is submitted along with the supporting forms according to the instructions in the Cambridge Administrative Guide.

Activity Categories and Codes *

Games Activities	Association Football	=	AF		Rounders	=	Ro
	Badminton	=	Bad		Rugby Union	=	RU
	Basketball	=	Bas		Softball	=	So
	Cricket	=	Cr		Squash	=	Sq
	Goalball	=	Gb		Table Tennis	=	Ta
	Golf	=	Go		Tennis	=	Te
	Hockey	=	Ho		Volleyball	=	Vo
	Netball	=	Ne				
Gymnastic Activities	Artistic Gymnastics	=	AG		Rhythmic Gymnastics	=	RG
	Figure Skating	=	FS		Trampolining	=	Tr
Dance Activities (max 2 dance styles)	Educational Dance	=	ED		Social Dance	=	SD
	Folk Dance	=	FD		Theatrical Dance	=	TD
	Historical Dance	=	HD				
Athletic Activities	Cross Country Running	=	CC		Track and Field Athletics	=	Ath
	Cycling	=	Cy		Weight Training	=	Wt
Outdoor/Adventurous Activities	Canoeing	=	Ca		Rowing	=	Row
	Hill Walking, Campcraft or Hostelling	=	Hil		Sailing	=	Sa
	Horse Riding	=	Hor		Skiing	=	Sk
	Orienteering	=	Or		Snowboarding	=	Sn
	Rock Climbing	=	RC		Windsurfing	=	Wi
			=	Sw		Personal Survival	=
Swimming Activities	Competitive Swimming	=	LS				
	Life Saving	=					
Combat Activities	Judo	=	Ju				
	Karate	=	Ka				

Appendix C: Frequently Asked Questions

1. I understand that I have to send video recorded evidence to show the performances of my candidates when I submit the practical marks for moderation. Which form of video evidence would you prefer to receive?

It is essential that all Centres submit video recorded evidence of a range of practical activities when they submit marks for moderation. Cambridge has stipulated that Centres are free to record evidence and send on a DVD-R disc. It must be possible to view the disc using either Windows Media or Windows Media Player.

2. In previous years candidates have been asked to complete an Analysing and Improving task for each of their chosen practical activities. Has this now changed to one Analysing and Improving task? Also, have the requirements for this component changed from previous years?

Yes, from the 2010 IGCSE PE examination onwards candidates are required to produce only one Analysing and Improving task, a sample of which needs to be sent to the moderator at the time of moderation. The written task still follows a similar format but one or two other aspects of analysis have been included and which candidates need to address. Essentially, candidates need to state who is being analysed, whether it is a self analysis or the analysis of a colleague's performance and what activity they are taking part in. They also need to identify the essential skills of the activity. In identifying any strengths and weaknesses they need to explain why they consider them to be weaknesses or strengths and possibly how they came to that conclusion. Having identified some weaknesses they need to suggest what measures they would take to rectify the weaknesses and improve the performance. Candidates should be taught that some weaknesses might be skill related, whereas others might be fitness related and different programmes might be needed in order to improve their performance. Candidates are also expected to consider other factors that might also affect performance. These might be psychological, physiological, social or environmental. If these are considered weaknesses candidates should elaborate on how they might be overcome or corrected. Finally candidates need to suggest a brief training programme for the person concerned with simple levels of progression, and having discussed the findings with the individual or coach (if a self-analysis) report their views/reactions on how they might use the results of the analysis.

3. My school is restricted by rather poor indoor sports facilities and in consequence is only able to offer a very limited number of indoor activities. Will this prevent me offering such activities as Basketball and Badminton? We have quite good outdoor facilities, with Tennis courts, playing fields and a large hard playing surface where we currently play Netball and Basketball. Can you offer me any advice?

My advice would be to offer those activities that best suit the facilities that you presently have, unless you have access to other off-site facilities, such as the use of facilities at a local Sports Centre. However, do bear in mind that staff expertise in any activity offered in the curriculum is just as important as the facilities available.

If you have limited indoor facilities Badminton would not be a good activity choice, simply because you need several courts to make the activity worthwhile. Also, Badminton is never successfully played outdoors. With the facilities that you have Basketball, Tennis, Volleyball, Hockey, Football, Netball can easily be offered as outdoor activities, whereas the limited indoor facilities could be adapted for Table Tennis and Weight Training for Fitness. This would provide a wider range of activity options.

4. I have only six boys who are taking the Cambridge IGCSE PE examination and all are keen Footballers. Is it possible, with such a small number of candidates, to offer Football as one of their four practical activities? They have chosen other activities where they can participate either individually or in twos. These activities are: Swimming, Athletics, Table Tennis, Badminton and Tennis.

Yes, it is possible for your six boys to offer Football as one of their practical activities. However, for moderation purposes, they will need to be seen participating in a small-sided game of Football, as well as demonstrating their individual skills in 2 v 1 and 1 2 v 2 situations. The small-sided game needs to be ideally more than 5 v 5, but other pupils in a similar age group could be used to make up a viable game.

5. I notice that you do not require to see video evidence of candidate participating in Athletics events and Competitive Swimming events. Can I simply put down the assessed mark for the candidates in these two activities?

No, you are required to supply times and distances for all Athletic and Competitive Swimming events. By supplying such times and distances the moderator can quickly confirm the accuracy of the marks awarded to each candidate.

6. I have some questions about Dance for examination in year 2010. It is going to be a big group of girls taking Dance (around 15) and I need to know some things before I start with the practice:

- Some girls asked me if hip hop dance is included in any of the dance styles. If not, can they do it anyway?
- If they choose 2 dance types is the time still 3 minutes maximum or can it be 6 minutes (3 minutes for each style)?
- They can do more than 3 minute if the length of the music allows it. How much more than 3 minutes?
- The dance composition can it be or has to be solo, pair or group?

I'm sorry but Dance is relatively new to me and I have some queries about the assessment.

Until the teacher has gained more experience in teaching and assessing Dance, she should restrict the types of dances offered to those that both her and her students are familiar with. So in her case one type of Dance should be the limit. Hip Hop is an acceptable form of Dance but in her case this should be the only form of Dance offered. The teacher should realise that the Centre should be offering a course in Dance and seen to be teaching a course in this activity. In the same way, the teacher might be teaching a course in Netball or Athletics. Also, the length of the dance could be longer than 3 minutes if the music for that dance lasts longer than this time.

I feel that if the teacher restricts her candidates to one form of Dance in the first or second year, she may feel more able and confident to offer other forms of Dance in future. This would be a good introduction to the activity for both her and her students. I am also as confident as I can be that the standard of Dance offered would be more acceptable.

7. I have one child sitting this examination this year and as one of her practical components we plan to enter her for Hill Walking and Campcraft. We hope that she will complete the expedition in two weeks' time. In the requirements it says she has to do map work and route tracings. Unfortunately in this country we can't do this as maps like this are banned by the military. We plan for her to do all the other work. Is there anything you can suggest we can do for her to get full marks?

I am really concerned by your request. An essential part of the Hill Walking and Campcraft activity is the fact that the candidates have to plan a route, write it on a route sheet, follow that planned route over two days and camp for one night. They also have to plan and prepare meals and carry all the equipment and be self-sufficient over a 24-hour period. Your candidate would also have to complete the expedition as part of a group. It strikes me that your Centre cannot offer this. If a group of candidates cannot plan and carry out a two day expedition over a planned route they are not fulfilling the essential part of the activity – in which case you should not be offering this activity.

In the past, one Centre has overcome the same difficulty by arranging for the candidates to plan the expedition in a neighbouring country. Unfortunately this involves considerable additional expense which your Centre may not be prepared to meet.

I have assessed the fourteen candidates from my school in Weight Training for fitness and have completed the filming of all activities, except this activity for moderation purposes. What do I need to supply to Cambridge to show that my candidate have reached the level of performance which I have given them? Do I simply film the candidates lifting different weights in the weight training room?

It is important that your candidates demonstrate a number of aspects of Weight Training for Fitness. These include the following:

- *They should state what they are training for, e.g. are they training for another sport or a particular position in a team?*
- *What aspect of fitness or part of the body are they hoping to improve, e.g. is it to improve leg strength or is it general fitness?*
- *When they are doing a particular exercise or using a particular machine each candidate should be able to explain which muscles are being used, what weights are involved and how many repetitions they are doing.*
- *They should also be able to show a training programme and how they intend to improve over a period of time.*
- *Needless to say they also need to observe safety measures for all weight training exercises.*

So filming a group of candidates lifting weights is simply not sufficient. Candidates need to be interviewed on the points listed above. Also, it is important that you film a small group of candidates from across the ability range to demonstrate not only their ability to lift weights, but also to show their knowledge of the activity, why they are doing it and what they hope to gain from it.

8. I want to improve the quality of presentation of my students when I film them for moderation. Can you offer me any sound advice? It would be very helpful to know exactly what the moderator expects to see on the video evidence.

This is an excellent question to ask. Too many Centres fail to read the Syllabus and Coursework Guidance Booklet before they start to film their candidates and consequently they sometimes produce video evidence which is not very helpful to the moderator or indeed to the candidates who are seriously disadvantaged by poor filming. The following points should be carefully considered.

You should plan how you intend to film each activity.

Select a sample of candidates from across the ability range and brief them on how the filming will be done. Do not expect candidates to organise the skills. It is not their responsibility.

Try to ensure that each candidate is wearing a numbered bib, both back and front. It is also a good idea to apportion a number 1 bib to the most able candidate, a number 2 to the second most able candidate and so on. If the activity is an ag team game, make sure that candidates are also in two distinct colours.

Arrange to film a sequence of skill practices. For example, film five candidates one after the other performing a right-handed Basketball lay-up shot and keep the camera running. Also, set the camera up so that the moderator can see the number on each candidate, his/her full movement towards the basket and whether they score or not. In such an instance where the candidate is trying to reach a target or score the position of the camera is so important. Try to arrange for one teacher to organise the skill practices whilst another does the filming.

If you are filming a game activity film at least a small-sided game. Also try to film it sufficiently close so that different candidates can be seen and the moderator can judge each candidate's contribution to the game.

It is important to realise that the moderator wants to see what each candidate can demonstrate both individually and possibly within a game/activity or competition situation.

Finally, before the video evidence is sent to Cambridge, check that the quality of presentation is as good as it can possibly be, take a copy of the DVD and also make sure that candidates identified on the disc are also identified on either the Rank Order or Order of Merit assessment sheets.

Film all other activities in the same manner.

Finally before despatching all the coursework material please ensure that they are very safely packaged, so that there is little chance of them being damaged in transit.

Centres that are still unsure of how to present their candidates for moderation can receive further guidance by emailing Cambridge International Examinations at info@cie.org.uk

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
tel: +44 1223 553554 fax: +44 1223 553558
email: info@cie.org.uk www.cie.org.uk

