Cambridge Secondary 2

Cambridge IGCSE

Coursework Guidelines

Cambridge IGCSE™ (9–1) Physical Education **0995**

For centres in the UK

For examination from 2019–2028.



Version 2

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1 Introduction

This edition of the *Coursework Guidelines Booklet* contains updated instructions and assessment criteria for physical activities available for Cambridge IGCSE (9–1) Physical Education from 2019.

If you would like further information about this syllabus, please contact us at **info@cie.org.uk**

Interactive PDF versions of the coursework forms can be obtained from the samples database at **www.cie.org.uk/samples**

To record performance data for assessment from 2019, you should use the new coursework forms for use from 2019. These will be available from the samples database at **www.cie.org.uk/samples** in due course.

For any performance data you are recording before the new coursework forms for 2019 are available, store the information until you can submit the data on the new forms with the other coursework evidence.

2 Coursework overview

Coursework assesses candidates' physical performance. This component is worth 50% of the total marks for the qualification. It focuses on Assessment Objective 3: *Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities*.

Candidates are assessed and internally standardised by the Centre. Centre marks are externally moderated.

The coursework component requires candidates to offer **four** physical activities from at least **two** of seven categories. Each activity is marked out of 25 marks.

The physical activities are:

Categories	Physical activities	
Games activities	Association football Badminton Baseball, Rounders **or** Softball Basketball Cricket Golf Handball Hockey	Lacrosse Netball Rugby league **or** Rugby union Squash Table tennis Tennis Volleyball
Gymnastic activities	Artistic gymnastics (floor and vault) **or** Rhythmic gymnastics	Individual figure skating Trampolining
Dance activities	Dance	
Athletic activities	Cross-country running Cycling Rowing and sculling	Track and field athletics Weight training for fitness
Outdoor and adventurous activities	Canoeing Hill walking **or** Orienteering Horse riding Mountain biking	Rock climbing Sailing Skiing **or** Snowboarding Windsurfing
Swimming	Competitive swimming Life saving **or** Personal survival	Water polo
Combat activities	Judo **or** Taekwondo	

3 Planning

3.1 Choosing physical activities

You decide which of the physical activities from the list to teach and assess. This will be determined by several factors including:

- interests, stages of development and abilities of candidates
- teaching resources and expertise of staff
- facilities and equipment
- time available
- candidate numbers.

Typically, you will offer six to eight activities across the range of candidates, although some Centres will offer fewer or more activities. Providing a range of activities rather than just four is likely to better suit specific candidates.

Activities outside the school curriculum (where students have developed ability through other providers, for example a local club) can be assessed, but in all cases the activity must be on the list of activities in section 2 of this booklet and you must retain responsibility for monitoring, assessing and standardising candidates' work.

3.2 Planning a course

Additional materials to help you deliver Cambridge IGCSE (9–1) Physical Education can be found on the Teacher Support Site at **teachers.cie.org.uk**:

- syllabus
- report on the examination, compiled by the Principal Examiner and Principal Moderator after each examination series
- past papers and mark schemes
- scheme of work
- example candidate responses
- Physical Education discussion forum
- *Coursework Handbook (UK)*.

3.3 Planning assessment

It is recommended that assessment takes place at least three times during the course so that records of candidates' progress are available. This allows for unforeseen circumstances, such as candidate ill health, which could prevent a final assessment taking place.

If you teach physical activities on a modular basis over the course, you may need to film evidence of candidates' performance at the end of a module and then retain it for moderation purposes.

3.4 Health and safety

Candidates may be placed in physically demanding situations when taking part in physical activities. It is the responsibility of the Centre, through the Head of Physical Education or equivalent, to ensure that:

- candidates are capable of taking part in physical activities; if there is any doubt medical advice should be sought
- the health and safety of candidates is paramount and maintained at all times when candidates are engaged in physical activities as part of this course
- the necessary facilities and equipment are available and safe for each activity in which candidates take part
- additional safety guidelines included in the guidance notes are followed.

You should always follow best practice in conducting physical activities. A textbook that you may find helpful is *Safe Practice in Physical Education, School Sport and Physical Activity* by the Association for Physical Education (2016; ISBN 978-1-909012-35-6).

4 Assessment

4.1 Assessment of performance

The assessment, including the production of filmed evidence of candidates performing in physical activities, is an integral part of the Cambridge IGCSE (9–1) Physical Education course. It is the responsibility of the Centre, through the Head of Physical Education or equivalent, to ensure that:

- they oversee the assessment process
- there is effective internal standardisation across the Centre's assessments
- they oversee all staff involved in the assessments, including during off-site activities
- they arrange for evidence of performance to be filmed for the moderation sample.

You should identify a sample of five candidates in each activity offered at the Centre, which will represent the full range of marks awarded by the Centre. See the samples database at **www.cie.org.uk/samples**

For each physical activity candidates must:

- respond readily to instructions
- recognise and follow relevant rules, laws, codes, etiquette and safety procedures for activities or events, in practice and during competitions
- understand the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for activities
- know how to use equipment safely
- be familiar with a warm-up routine before exercise and cool-down routine after exercise relevant to the exercise or physical activity
- be familiar with the practices, drills and games that are used for assessment.

Candidates in the sample should be identified by large numbered or lettered bibs or card numbers pinned back and front in each activity. See section 4.2.4 of this booklet on candidate identification.

There are three main stages in assessing the coursework component:

- the Centre marks candidates' practical work
- the Centre internally standardises assessment of all candidates' practical work
- Cambridge externally moderates the Centre assessment of candidates' practical work.

There should be a suitable warm-up at the start of the performance. This is important for safety reasons as well as ensuring the candidates perform to the best of their ability. You do not need to film the warm-up. You should assess candidates on skills (possibly in a conditioned situation) and then in a game/longer/full activity, if applicable.

Your assessment of all candidates' performance should always take place **during the activity** and must **not** be based on filmed evidence.

4.1.1 Marking

Marking criteria for each physical activity are provided in section 6 of this booklet.

The marking criteria for each physical activity include a **performance description** for each level. These give an overall description of the performance expected from a candidate achieving that level. The performance descriptions for each level are the same for all activities and are intended to ensure that it is not easier to obtain a level in one activity compared with another. You should consider this when carrying out Centre moderation.

Level	Marks	Performance description for all physical activities
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.

To further assist in assigning candidates to levels, the marking criteria also provide either:

- **Performance tables** for objectively marked activities (such as swimming and track and field athletics) where the candidate's level and mark is based on times/distances or
- **Activity-specific guidance on the skills** that are required to demonstrate each level of performance for a particular activity.

The **general marking principles** for assessing activities with activity-specific skills guidance are as follows.

- The performance description and the activity-specific skills should be read and applied as a whole.
- A best-fit approach should be used to match a candidate's whole performance to a level. Candidates do not have to meet all the requirements within a level before a performance can be placed in that level. The question to ask about a performance is: does it match this level better than another level, e.g. does it match Level 4 better than it matches Level 3?
- The activity-specific skills guidance provides examples of the skills that the candidate is expected to be able to demonstrate at that level. Alternative skills may only be substituted if they are of at least equivalent difficulty (e.g. the same or higher tariff skill in a trampolining routine).
- Marking should be positive, rewarding achievement where possible but clearly differentiating according to candidate ability.
- A candidate who can *just* demonstrate the skills listed should be awarded the minimum mark for that level.
- The way the skills are executed, including technique, form, control, consistency and the linking of skills, moves a candidate's mark higher within the level. Marks awarded should reflect similarities and differences between candidates.
- Weaker performance in one skill may be compensated for by the demonstration of stronger performance in another skill.
- If the performance convincingly fits all aspects of the activity-specific skills guidance and the performance description (and the teacher had perhaps been considering the band above), the highest mark should be awarded.

For activities with activity-specific guidance on skills, Centres should list all the candidates in rank order on the order of merit form for the activity, and assign them to approximate levels for their performance using the performance and skill descriptions, before assigning the individual marks. Boys and girls must be placed in separate lists, with the most able candidate at the top. The activity-specific skills guidance should assist in determining the rank order.

If Centres offer off-site activities, such as skiing and horse riding, and where instruction is provided by qualified instructors, it is essential for Centre staff (that is the school teacher and not the off-site instructor) to assess the performance to verify the accuracy and authenticity of the marks awarded. Centre staff and not other adults must take responsibility for awarding the mark.

4.1.2 Assessment documentation

All coursework forms can be obtained from the samples database at **www.cie.org.uk/samples**

To record performance data for assessment from 2019, you should use the correct new coursework forms for use from 2019. These will be available from the samples database at **www.cie.org.uk/samples** in due course.

For any performance data you are recording before the new coursework forms for 2019 are available, store the information until you can submit the data on the new forms with the other coursework evidence.

The performance description and the activity-specific skills should be read and applied as a whole.

All marks should be recorded on the *Coursework Assessment Summary Form*.

An order of merit form should also be completed for each physical activity. There are specific versions of this form for some physical activities, see the notes for each activity in section 6. Boys and girls can be assessed together, but marks should be placed in separate lists and in separate rank order. The sample of candidates shown in the filmed evidence should be identified on the order of merit form. The candidate identification in the filmed evidence should match the identification on the forms.

For some physical activities, Cambridge requires the collection of additional evidence produced by candidates, such as route sheets in orienteering.

For some physical activities, candidates may submit additional evidence, such as results and filmed evidence from competitions.

If a candidate submits no work for the coursework component, they should be marked as absent from the component on the coursework mark sheets sent to Cambridge. If a candidate completes any work at all for the coursework component the work should be assessed according to the criteria and marking instructions and the appropriate mark, which may be zero, should be awarded.

4.1.3 Internal standardisation

If more than one teacher in the Centre is marking coursework, you must make arrangements to standardise teachers so that all candidates are assessed to a common standard. Activities should be standardised against each other (i.e. it should be equally difficult to achieve, for example, the same marks in association football as it is in hill walking).

The sample you submit to Cambridge should include examples of the marking of each teacher. You should record the internally moderated marks for all candidates on the *Coursework Assessment Summary Form* and on the order of merit forms and any other activity-specific assessment forms and submit these marks to Cambridge electronically or using the *Internal Assessment Mark Sheet* (MS1).

For information, dates and methods of submission of the coursework marks and sample please see the samples database at **www.cie.org.uk/samples**

Cambridge will externally moderate all internally assessed activities.

- You must submit the marks of all candidates to Cambridge.
- You must submit the marked work of the sample of candidates in each physical activity to Cambridge. The samples database provides details of how the sample is selected and how it should be submitted.

4.1.4 External moderation

The purpose of external moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre and that each teacher has applied the standard appropriately across the range of candidates within the Centre.

4.2 Filming evidence for submission to Cambridge

4.2.1 Requirement for filming

All Centres **must** provide filmed evidence of the sample of five candidates' performances in **every** physical activity offered at the Centre. Filmed evidence is integral to the assessment of Cambridge IGCSE (9–1) Physical Education. It is the responsibility of the Centre, through the Head of Physical Education or equivalent, to ensure that the filmed evidence is sufficiently comprehensive and in a suitable format to enable external moderation to take place efficiently. Production of filmed evidence of physical activities must not be delegated to candidates.

The filmed evidence is used by the External Moderator as evidence to check on the standard of assessment. You are advised to take great care in producing the filmed evidence to ensure that it accurately shows the performance levels achieved by candidates. You could potentially disadvantage candidates by producing filmed evidence that is of low quality or which fails to provide the evidence to justify the awarded marks.

Each physical activity should have filmed evidence of approximately 10 to 15 minutes depending on candidate numbers.

4.2.2 Planning filming

The Head of Physical Education or equivalent should carefully plan the production of filmed evidence to produce the best evidence of candidates' performances.

- The teacher should plan the date(s) of assessment and prepare for the filming; bearing in mind that filming can be interrupted by weather or other school events.
- The teacher should keep a record of each practice/activity they plan to film. The best filmed results often occur when one teacher films the physical skill while another teacher organises the candidates and the practices/activities.
- The candidates selected for the filmed activities should be prepared for the occasion. It is a good idea to run through the skills likely to be filmed before the day of filming. During the practice the teacher can identify the best positions for placing the camera to film each skill.
- The angle of the camera should enable both the skills and the outcome to be shown. For example, a lay up shot in basketball needs to show the player's movement towards the basket and whether the shot is successful or not. Film angles should allow the following to be seen:
  - candidate identifiers at all times
  - the execution of skills
  - the outcome
  - the interaction in conditioned team situations, e.g. marking in netball.
- Fixing the camera point (usually with a tripod) improves filming but only if the initial position is good.
- Camera, facilities and equipment need to be checked in advance to ensure the filming runs smoothly. Where teachers are using unfamiliar camera equipment they should practise using the equipment before filming takes place.

4.2.3 Performance requirements for filming

In each activity, candidates should demonstrate their ability to perform the required skills and techniques. For example, in basketball, the ability to dribble, pass and receive the ball, and perform different methods of scoring in an unopposed situation should be filmed. Each of these skills can be demonstrated clearly in a small group situation, e.g. a lay up shot with three candidates attempting to perform the shot from one side of the basket while two or three other candidates retrieve the ball off the backboard in a continuous drill. It may be possible to place the candidates in a simple conditioned game where team skills, if applicable, can be demonstrated. In such a situation, a half-court game or similar might be used. Finally, higher ability candidates should be seen in a full game.

The filming of performance in all physical activities consists of two aspects.

1 **Skills practice.** A teacher should organise skills practices. When the teacher is satisfied that the candidates for the filmed sample know what they need to demonstrate, they should be filmed for each practice/drill. This should be continuously filmed from a distance to show all candidates in the sample

demonstrating this particular skill. The filming for one practice may only last a few minutes and then the teacher will move on to a different skill. The filming will continue until all the essential skills of the activity have been shown in isolation or in small group practices. The film must provide evidence to support the awarded mark. The best aspects of performance should be filmed, for example, a candidate achieving a mark in Level 5 will demonstrate a higher skill ability than a candidate achieving a mark in Level 3. Higher ability candidates are **not** required to demonstrate basic skills.

2 **Performance.** The conclusion of each assessment will be a game situation or evidence from a longer performance or routine or the full activity. For games, this may be a full game or a small-sided or conditioned game. The filming of evidence can be difficult in a large game, such as football or hockey. In such cases, the filming might need to be done from a closer position and each identified candidate should be 'tracked' by the camera, ideally when they are near to the action in the game.

Accompanying notes should be provided, particularly when there is no verbal commentary. An accurate description of how well candidates are performing is helpful.

4.2.4 Candidate identification

Identifiers for candidates in the sample must be provided on the assessment forms for all activities. This is essential. Appropriate identification allows candidates to be clearly and consistently identified during performance of the activities. The External Moderator must be able to refer to the candidates' identifiers at all times.

Numbers or letters **must** be displayed on the front **and** back of shirts and be clearly visible in the filmed evidence, taking into account light and camera distance.

As an example, when filming a game of football, the following system may be used:

1 use two different bib colours that the candidates continue to wear throughout the game

2 candidates in the sample display numbers on the outside front and back

3 candidates not in the sample wear their bibs inside out to hide the number.

Where a candidate appears in filmed evidence for more than one activity, it is useful if they use the same candidate identifier across all their physical activities.

On-screen captions can be helpful but only in addition to individual numbers or letters.

The identified candidates should be tracked by the camera.

4.2.5 Common problems when filming

It is important that all filmed evidence is checked to ensure that it is clear. Problems that frequently occur include the following.

- Sequences of filming the ground when the camera is inadvertently left recording without an operator.
- The camera pointing into bright sunlight from a dark gymnasium, making it impossible to identify candidates. Whenever possible try to film in good natural light or with sunlight behind the camera. Some cameras automatically adjust to the light intensity but often take time to do so. Move the camera slowly from light to dark.
- Too much hand-shake when filming. The operator needs to hold the camera as steadily as possible when filming. Use of a tripod may be helpful.
- People talking behind the camera: pupil comments, background discussions, shouts of praise.
- Wind noise can make commentaries difficult to hear.

5 Administration

5.1 Submission to Cambridge

Follow the processes for selecting and submitting coursework samples for moderation as detailed in the *Cambridge Handbook (UK)*.

For information, dates and methods of submission of the coursework marks and sample, please refer to the samples database at **www.cie.org.uk/samples**

5.2 Forms and written evidence

The following documents should accompany the filmed evidence:

1 MS1 (or equivalent)

2 *Coursework Assessment Summary Form*

3 *Order of Merit Form* for each physical activity showing candidates' marks in rank order for each activity. The sample of candidates shown in the filmed evidence should be identified on the *Order of Merit Form*. The candidate identification in the filmed evidence should match the identification on the forms.

4 Any supporting evidence, e.g. route sheets for orienteering, competition results print-outs, etc.

5.3 Filmed evidence

It is the responsibility of the Head of Physical Education or equivalent to ensure that the filmed evidence is as good as it possibly can be for moderation purposes.

Centres must check filmed evidence before despatch to ensure that the evidence is appropriate and suitable to support the marks awarded. Centres must keep a copy of all submitted evidence at the Centre.

5.4 Special arrangements

For candidates who are unable to complete the full assessment of coursework or whose performance may be adversely affected through no fault of their own, you should consult the procedures which can be found in the *Cambridge Handbook (UK)*. You should apply for special arrangements in such cases as early as possible in the course. Centres are advised to retain filmed evidence of candidates' assessments during the course of study in case of injury. All cases of special arrangements must be accompanied by full evidence, details of which can be found in the *Cambridge Handbook (UK)*.

5.5 Authentication

As with all coursework, you must be able to verify that the work submitted for assessment is the candidate's own work.

5.6 Candidates with disabilities

You should not prevent any candidate from participating in the physical activities on the grounds of disability.

Within the range of physical activities offered, candidates with disabilities will be capable of achievement in the assessment objectives with or without adaptation in their chosen activities.

Where a candidate with a disability chooses an activity which needs adaptation to meet their needs, you must take steps to ensure that they are not penalised. In such instances, and before beginning to teach the course, you must inform Cambridge, indicating the nature of the candidate's disability and suggesting ways in which the activity might be adapted. Cambridge will then consider the situation. See 'Access arrangements' in the *Cambridge Handbook (UK)*.

6 Marking criteria for physical activities

6.1 Games activities

Activities in this section:

- association football
- badminton
- baseball, rounders **or** softball
- basketball
- cricket
- golf
- handball
- hockey
- lacrosse
- netball
- rugby league **or** rugby union
- squash
- table tennis
- tennis
- volleyball.

Candidates **cannot** enter more than one activity from baseball, rounders and softball and also may **not** enter for both rugby league and rugby union.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance.

Candidates should:

- play the full recognised version of a competitive game demonstrating appropriately advanced techniques
- use strategies and tactics of competitive play and adapt these to the strengths and limitations of other players
- understand and apply the rules of the game including those governing specific competitions.

All activities in this section should be filmed in a way which allows moderators to see the appropriate aspects of performance. For details see the relevant section on filmed evidence in the individual criteria.

Association football

Assessment requirements

- It is preferable for boys and girls to be assessed separately, e.g. boys against boys and girls against girls. When there is a limited number of girls or boys, mixed games must be conditioned.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Levels 3 and 4 must demonstrate skills in conditioned games/drills and in a small-sided game.
- Level 5 and above must demonstrate skills in conditioned games/drills and in a school or club game, or in a game of an appropriate standard.

Goalkeeping skills should be mainly assessed in dynamic game situations, to demonstrate shot-stopping, ball-handling, positional play and distributing the ball.

Evidence

- Filmed evidence should only include the skills required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a shot at goal or of a pass to a team mate.
- Filming from an appropriate distance is essential, so the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of other players, with team mates creating opportunities and opposition restricting time and space.

Assessed skills

In association football, the mark is determined by the performance of individual skills and their application in game situations. It is also determined by the ability to perform attacking and defending skills in a game situation, particularly for higher ability candidates.

Skills and techniques

Passing
Receiving
Tackling
Dribbling
Heading
Shooting
Goalkeeping (required if candidate is being assessed as a goalkeeper)

Game skills

Attacking play: mobility and penetration, retaining possession, creating space to receive a pass or to shoot
Defensive play: marking and/or delaying an opponent, timing of a tackle
Goalkeeping: positional awareness, agility, communication, accuracy of distribution

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Association football skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in dynamic drills and in a game of an appropriate standard** Techniques demonstrated will include: • receiving/controlling the ball delivered at pace consistently with very good skill using different parts of the body; control enables distribution quickly and accurately • passing over varying heights and along ground; passing has good direction and weight accuracy including passing to moving team mates • dribbling ball with control and speed • power when heading the ball in defence and in attack • all ball skills executed with very good technique, balance and control in situations where pressure from opponents creates little time or space or both • shooting in a dynamic situation shows power and very good placement • goalkeeping in game play: consistent handling of shots and crosses, bravery and agility, appropriate positional awareness, plus accurate distribution when kicking from the hand or throwing over a variety of distances.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in dynamic drills and in game play** Techniques demonstrated will include: • receiving/controlling the ball delivered at pace consistently, with good skill, using different parts of the body; control often enables distribution quickly and accurately • passing over varying heights and along ground; passing has good direction and weight accuracy including reasonable passing to moving team mates • dribbling ball with control but less accuracy at speed • some power when heading the ball in defence and in attack • all ball skills executed with good technique, balance and control in situations where pressure from opponents creates little time on the ball • shooting in a dynamic situation shows power and good placement • goalkeeping in game play: reasonably consistent handling of shots and crosses, bravery and agility, plus reasonably accurate distribution when kicking from the hand or throwing over a variety of distances.

Level	Marks	Performance description for all physical activities	Association football skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in demonstrating most skills** Techniques demonstrated will include: • receiving/controlling the ball delivered at a steady pace consistently, with good skill and when candidate has time, using different parts of the body; control often enables distribution accurately • passing has direction and weight accuracy especially when passing to stationary team mates • dribbling ball with control but less accuracy at speed • some power when heading the ball in defence and attack • all ball skills executed with reasonable technique, balance and control in situations where there is little pressure and candidate has time • shooting in a static situation shows some power and accurate placement but is much less accurate when in a dynamic situation • goalkeeping: handles the ball quite well when not under pressure but positional play can be inconsistent, and distribution can often lack accuracy and distance.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • receiving: limited control of the ball from ground passes in simple isolated practices • passing: limited accuracy when passing to another player in simple isolated practices and when not under pressure • dribbling: forward momentum, balance and control are often difficult to maintain when moving forward with the ball • heading: tentative and lacks confidence and rarely attempts to head the ball • shooting: shooting a static ball at goal lacks accuracy and/or power in isolated practices, even when close to goal • goalkeeping: handling, positional play and distribution are very inconsistent, even in isolated practices.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Badminton

Assessment requirements

- Candidates should be assessed in singles play only.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must demonstrate skills in conditioned games/drills and in game play.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. both the execution and the result of a smash or drop shot.
- The camera should be positioned at one end of the court so that both players and the outcome of their skills can be viewed at all times.
- Only one court, with two candidates playing singles, should be filmed at any one time.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opponent and the difficulty of the shot or serve being received during rallies.

Assessed skills

In badminton, the mark is determined by the performance of individual skills and their application in rallies and game situations.

Skills and techniques

Forehand: grip, overhead clear, underarm clear (lift), smash, drop shot, drive
Backhand: grip, drop shot, drive
Serve: grip, long, short, flick (forehand and backhand)

Game skills

Variation of serve: low/high, short/long, receiving and returning
Placement and variation of shots: depth, direction, high, low, drop, cross court

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Badminton skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in rallies and in a game** Techniques demonstrated will include: • rallies maintained with shot selection to apply pressure to win points • correct shot execution and shuttlecock placement using width and depth • accurately placed serves using low and short, long and high variations • clears travel court length, drop shots are low and tight to the net • smash is controlled, forceful and angled to midcourt using a clear whip action and arm extension • backhand is used with the appropriate body position, change of grip, arm swing and wrist action • effective court movement and anticipation of returns is apparent.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in rallies and in a game** Techniques demonstrated will include: • rallies maintained for a number of shots • serves show short/long distinction, but long serves do not reach rear lines and short serves are sometimes too high • drop shots are generally close to the net • drives and clears show depth from the midcourt, with some evidence of whip technique • smashes show some variation in power, but whip action is not fully developed • inconsistent use of backhand, but when used shows some evidence of full arm swing and correct body positioning • variety in shots to move the opponent round the court • knowledge of where to stand to serve and to receive, but anticipation of returns is inconsistent • shuttlecock rarely mishit.

Level	Marks	Performance description for all physical activities	Badminton skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • rallies cannot always be maintained • serves lack variation and drop shots are rarely used • clears lack depth, and most shots are played from the midcourt • tendency to play similar shots from the midcourt, so that insufficient pressure is applied to the opponent • smashes are rarely used, and are played with a low elbow/arm so they lack power and accuracy • returns are rarely anticipated and the candidate is often out of position • inconsistent hitting of the shuttlecock • rallies will be won due to opponent's errors rather than candidate applying pressure.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • limited skills in simple rallies that are usually not sustained • serves have little/no variation and have limited success • shots are played mainly underarm with no whip action and limited arm extension • backhand is rarely used and only with a simple underarm action • court movement is very limited, and little evidence of early anticipation of returns.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Baseball

This activity must not be offered with rounders or softball.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate:

- Level 3 and below may need to demonstrate skills in isolation or in conditioned games/drills. Candidates' ability as both batters and fielders should be assessed.
- Level 4 and above must demonstrate skills in conditioned games and in game play. Candidates' ability in all three roles in a game (batter, pitcher and fielder) must be assessed.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the throw/strike and the flight of the ball.
- Filming from an appropriate distance is essential, so the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the speed of the ball in all aspects of the activity.

Assessed skills

In baseball, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Batting: hit high and long and into space
Pitching
Fielding: catching and throwing hard and flat to bases, backing up, backstop (if applicable)

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Baseball skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing the skills in a practice and in a game** Techniques demonstrated will include: • judging whether to strike or leave a pitch • pitching the ball accurately • moving in the field to react to play • receiving a ball and quickly throwing fast, flat and hard consistently to a target (fielder) 30 m away • catching a ball, thrown/hit with pace • transferring a catch to throwing hand quickly • hitting a ball at least 40 m (to first bounce).
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing the skills in a practice and in a game** Techniques demonstrated will include: • hitting a ball at least 30 m (to first bounce) • some judgement on whether to strike or leave a pitch • usually pitching the ball with accuracy • receiving a ball and quickly throwing fast, flat and hard consistently to a target (fielder) 20 m away • catching a ball, from both a flat and high throw • transferring a catch to throwing hand quickly • moving in the field to react to play.

Level	Marks	Performance description for all physical activities	Baseball skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice or in a game** Techniques demonstrated will include: • hitting a ball approximately 20 m (to first bounce) reasonably frequently • little judgement on whether to strike or leave a pitch • throwing with some accuracy to a target (fielder) 20 m away but throw will not be flat • catching a ball, from both a reasonably flat (but with less pace) and high throw • transferring a catch to throwing hand smoothly • moving in the field to react to play.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • only occasionally hitting the ball (can mishit more frequently) • no judgement on whether to strike or leave a pitch • throwing to a target (fielder) 15 m away but with variable accuracy • catching a ball from a gentle throw.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Rounders

This activity must not be offered with baseball or softball.

Assessment requirements

- Candidates should be assessed in batting, bowling and fielding.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation or in conditioned games/drills.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must demonstrate skills in games/drills and in game play.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a throw or hit.
- Filming from an appropriate distance is essential, so the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the *Order of Merit Form*. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the speed of delivery of the ball in all aspects of the activity. In rounders, this applies especially to the speed of the bowling and short throws to post.

Assessed skills

In rounders, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Batting/hitting: grip, stance, hitting area, swing, strike, follow through
Bowling/pitching: grip of ball, stance, step and arm swing, release, variation: speed, swing, spin, height
Catching: positioning of feet, position and shape of hands, role of arms and fingers
Throwing: grip, arm and elbow alignment, follow through, release, accuracy, overarm and underarm throws
Fielding: 'v' stop, long barrier, chasing and retrieving, returning, backing up
Backstop/catcher: positioning, stance, catching, base minding
Base play: stance, position, foot movement, presentation of hands, catching the return throw

Game skills

Infield and outfield play: anticipation, mobility, ground fielding, catching and throwing to appropriate bases

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Rounders skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in a practice and in game play** Techniques demonstrated will include: • when batting, hits the ball with consistent timing and power into the outfield. Can hit the ball in the air for 30 m (boys) or for 25 m (girls). Runs between the bases effectively, with clear communication, and scores a high percentage of rounders for the team • consistently accurate bowling/pitching delivery action, bowled at pace to effectively reduce the scoring opportunities of opponents • takes a high percentage of catches, displaying agility and consistently good hand-eye coordination; catching of thrown flat balls is consistent • consistently returns the ball with power and accuracy from distance; throws over a short distance have speed and are flat • consistently demonstrates fielding technique for ground and high shots, displaying speed, agility and a consistently accurate return throw to the appropriate base • backstop: using the appropriate footwork, consistently displays agility, speed of reaction and proficient catching skills to the bowling, or when receiving returns from the outfield; throws accurately and strongly to the appropriate base to pressurise batsmen tracking to bases.

Level	Marks	Performance description for all physical activities	Rounders skills
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in game play** Techniques demonstrated will include: • when batting, hits the ball with reasonable technique and timing but an inconsistent swing and follow through. Can hit the ball in the air for 25 m (boys) or for 20 m (girls). Communication is often effective and often contributes rounders to the overall team score • good delivery action when bowling/hitting, bowled at pace to effectively reduce the scoring opportunities of opponents; pace is good but this will lead to inconsistent accuracy and more 'no balls' • takes a reasonably high percentage of lower level catches with an effective level of hand-eye coordination; catching of thrown flat balls is usually effective • throws to bases with reasonable strength and consistency, but is less accurate from the outfield; throws over a short distance have speed and are flat but may lack consistent accuracy • often demonstrates correct fielding technique for ground and high shots, displaying speed and agility, but the return throw to base lacks consistent strength and accuracy • backstop: generally effective footwork and a reasonable degree of agility often enables catches to be successful; throws with a reasonably consistent level of accuracy, so that batsmen are often under pressure when running to bases.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • when batting/hitting, footwork is often unbalanced or absent; hits with less power and accuracy due to a shorter swing; can hit the ball in the air for 20 m (boys), and for 15 m (girls) • delivery action when bowling/pitching lacks coordination and variation, so that accuracy and power are unpredictable, especially in full game play • basic catching skills, but high or close to the bat catches are often not taken, usually due to a lack of agility and/or hand-eye coordination; unable to catch balls thrown at pace • throwing to bases from the outfield is inconsistent; throwing speed low requiring ball to have height to reach target; short throws are not flat • has basic catching skills, but infield catches are often not taken, usually due to a lack of agility and/or hand-eye coordination • backstop: footwork and catching skills are often inconsistent, whether receiving from the bowler, or taking returns from the outfield; throwing lacks sufficient power and accuracy to consistently pressurise batsmen running to bases.

Level	Marks	Performance description for all physical activities	Rounders skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • hitting/batting technique results in a lack of power, and a limited range of shots being played; lack of appropriate footwork; speed between bases and communication with other runners is limited, so that rounders are not usually scored in a match • delivery action when bowling/pitching lacks power and accuracy and is very inconsistent, even in isolated skill practices • catching skills are very variable, even when receiving a ball thrown over a short distance in an isolated practice • throwing skills are technically limited and the return throw is usually underarm and often lacking accuracy or power • fielding is reasonably agile, but candidate does not always select or apply the appropriate fielding technique, and the return throw to the base is usually underarm and lacks power and/or accuracy • backstop: footwork and catching skills are very inconsistent, whether receiving from the bowler, or taking returns from the outfield. Throwing lacks sufficient power and accuracy to pressurise batsmen running to bases.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Softball

This activity must not be offered with baseball or rounders.

Assessment requirements

- Candidates should be assessed in batting, pitching and fielding.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must demonstrate skills in games/drills and in game play.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the strike and the flight of the ball.
- Filming from an appropriate distance is essential, so the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the speed of the ball, the quality of the opposition and the difficulty of the skills.

Assessed skills

In softball, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Batting/striking
Pitching
Fielding: catching and throwing, backing up, backstop (if applicable)

Game skills

Attacking play:
Hitting: hit high and long and into space
Fielding: throw hard and flat to bases

Defending play:
Fielding: move to support others and back up bases

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Softball skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in demonstrating skills in a practice and in a game** Techniques demonstrated will include: • hitting a ball at least 30 m (to first bounce) • judging whether to strike or leave a pitch • pitching the ball accurately with pace • receiving a ball and quickly and consistently throwing fast, flat and hard to a target (fielder) 20 m away • catching a ball thrown/hit with pace • transferring a catch to throwing hand quickly • moving quickly in the field to react to play.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • hitting a ball at least 25 m (to first bounce) • some judgement on whether to strike or leave a pitch • usually pitching the ball accurately and with pace • receiving a ball and generally throwing fast, flat and hard to a target (fielder) 20 m away • catching a ball, from both a flat and high throw • transferring a catch to throwing hand quickly • moving in the field to react to play.

Level	Marks	Performance description for all physical activities	Softball skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice and in a game** Techniques demonstrated will include: • hitting a ball reasonably frequently approximately 15 m (to first bounce) • little judgement on whether to strike or leave a pitch • throwing with some accuracy to a target (fielder) 15 m away but throw will not be flat • catching a ball, from both a reasonably flat (but with less pace) and high throw • transferring a catch to throwing hand smoothly • moving in the field to react to play.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • only occasionally hitting the ball (frequent mishits) • no judgement on whether to strike or leave a pitch. • throwing to a target (fielder) 10 m away but with variable accuracy • catching a ball from a gentle throw.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Basketball

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must demonstrate skills in dynamic drills and a game situation.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a shot at the basket.
- Filming from an appropriate distance is essential, so that the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opposition and difficulty of the skills.

Assessed skills

In basketball, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Dribbling
Passing and receiving
Shooting (lay ups)
Shooting (set shots/jump shots)

Game skills

Attacking play:
3-man weave
Setting a screen

Defending play:
Man-to-man defence
Zone defence

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Basketball skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • dribbling in a dynamic situation, showing control and balance on both hands; dribbling will include driving to basket • accurate lay ups, executed with opposition, showing good footwork and starting from a good distance from the basket; non-dominant hand lay ups will be attempted with varying degrees of success • shooting has very good technique and accuracy; outside shooting (set shot and jump shot) are accurate and consistent, showing correct technique (high hand finish, fingers 'send' ball, legs develop power, basket sighted under ball, ball has a high flight arc) • when attacking screens are set or used, triple threat is evident; passing is rapid, flat and accurate • when defending, zone and man-to-man systems are used effectively, with an ability to mark tightly and to sag when appropriate • makes a significant contribution to game play.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • dribbling in a dynamic situation showing control and balance on both hands; dribbling will include driving to basket • accurate lay ups, executed with opposition, showing good footwork, and starting from a good distance from the basket; non-dominant hand lay ups will be attempted with varying degrees of success • shooting has good technique and accuracy; outside shooting (set shot and jump shot) are accurate and show correct technique (high hand finish, fingers 'send' ball, basket sighted under ball); flight will be flatter • when attacking screens are set, triple threat is evident; passing is rapid, flat and accurate • when defending, zone and man-to-man systems are used effectively, with an ability to mark reasonably tightly but may not sag when necessary • makes good contribution to game play.

Level	Marks	Performance description for all physical activities	Basketball skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice and/or in a game** Techniques demonstrated will include: • dribbling in an isolated situation, showing control and balance on one hand; against a defender a head down and wide approach is evident • lay ups from dominant side with correct footwork and some fluency but lacking pace and often not accurate • shooting has some aspects of sound technique and reasonable accuracy; basket sighted over the ball • when attacking, passing is effective but triple threat and driving to basket are not evident; when ball is received, dribble is used immediately • when defending, zone and man-to-man systems are used, some hesitancy will lead to zone/man being marked less tightly; supporting other defenders is demonstrated some of the time.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • dribbling in an isolated situation but hands will tend to slap the ball; ball will rise above the waist • lay ups have incorrect footwork and are unsuccessful • shooting has some success but is usually inaccurate; power is generated by the arms; basket sighted over the ball • passing can be demonstrated in isolated skills • when defending, the candidate can defend in a one-on-one situation but loses the opponent in games with more players.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Cricket

Assessment requirements

- Candidates should be assessed as either a batsman **or** bowler **and** in fielding skills.
- Standard cricket match balls must be used.

Assessment conditions

Candidates should play and practise against players of a similar ability.

Candidates should only bat or bowl against a coach in isolated practices in order to demonstrate an isolated skill. If the ball is hand fed by a coach for batting assessment, the candidate cannot be assessed any higher than Level 3.

The use of a bowling machine is acceptable for a batsman to demonstrate a variety of shots. Machine speed should place a level of demand appropriate to the candidate. The machine should not always be set to deliver the same ball as this invalidates the shot selection process.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation in static and/or conditioned practices.
- Level 3 and above must demonstrate skills in dynamic conditioned practices and in nets practice.

Evidence

- Filmed evidence should only include the skills required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a ball bowled at a batsman or of a throw to the wicket keeper or at the stumps.
- Filming from an appropriate distance is essential, so the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.
- If a bowling machine is used, the filmed evidence must still include batting against the bowling of a variety of other candidates of a similar ability.
- A safe distance and ball awareness is required when filming.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of other players.

Assessed skills

In cricket, the mark is determined by the performance of individual skills and their application in conditioned drills and game situations. The candidate's initial mark will be based on their bowling or batting skills. The mark will then be increased or decreased depending on fielding ability.

Skills and techniques

Batting
Bowling
Catching
Fielding
Wicket-keeping (only if assessed as a wicket keeper and must also be assessed as a bowler or batsman)

Characteristics of conditioned practices/match play

Batting: grip, stance, back lift, communicating and running between the wickets, footwork, shots to both sides of the wicket off the front and back foot, attacking and defensive shots
Bowling: grip, run up, delivery and follow through; line and length; fast/medium/slow; swing/cutters/spin
fielding and throwing: 'V' stop, long barrier, chase and pick up, slide and retrieve; overarm/underarm throw, power, accuracy
Catching: high catching, slip/close catching
Wicket-keeping: footwork, standing up, standing back, stumping/run outs

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Cricket skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • technically correct footwork when playing a range of attacking and defensive shots off the front and back foot with consistent timing and power • bowling has a balanced run up and delivery action with a consistent line, length and pace or flight/spin as appropriate to the bowling action • takes a high percentage of high and close fielding catches, displaying agility and good hand-eye coordination • selecting the correct fielding technique, displaying agility and an accurate flat (when from the infield) return throw to the wicket keeper or at the stumps • wicket-keeping: using the appropriate footwork, often displays agility, speed of reaction and reasonably proficient catching skills whether standing up or back to the bowler, or receiving returns from the outfield.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • footwork is often appropriate to the shot selected, but attacking and defensive shots sometimes lack timing and/or power • bowling run up and delivery action is reasonably well balanced, but line and length are less consistent • takes lower level catches with reasonable consistency and with an appropriate level of hand-eye coordination, but has less consistent success with high catches and close fielding catches requiring greater speed of reaction • often selects the correct fielding technique and displays agility, but the return throw to the wicket keeper or at the stumps is less accurate or powerful • wicket-keeping: footwork, agility, speed of reaction and catching skills are reasonably consistent when standing back or receiving returns from the outfield, but they are less effective when standing up to the wicket.

Level	Marks	Performance description for all physical activities	Cricket skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • footwork is often unbalanced, can play some attacking and defensive shots but not always with timing or power • balance and coordination during the bowling run up and delivery action can lack fluency, with limited variations of pace or flight/spin as appropriate to the bowling action; line and/or length are inconsistent • basic catching skills, close fielding catches are often not taken, usually due to a lack of agility and/or hand-eye coordination • fielding is reasonably agile, but does not always select or apply the appropriate fielding technique, and the return throw to the wicket keeper or at the stumps is often inaccurate or lacks power • wicket-keeping: footwork and catching skills are often inconsistent, whether standing back or up to the wicket, or receiving returns from the outfield.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic technique which is appropriate mainly to isolated practices or conditioned nets practice** Techniques demonstrated will include: • footwork that is often absent or inappropriate for the shot being played, which results in a lack of timing and a limited range of shots being played • bowling run up and delivery action lack coordination so that pace, flight and accuracy are very inconsistent, even in isolated practices • catching skills are very variable, even when receiving a ball thrown over a short distance in an isolated practice • fielding skills are technically limited and the return throw is often underarm and lacking accuracy or power • wicket-keeping: very basic wicket-keeping skills are only appropriate to simple isolated practices or conditioned feeding of the ball from the hand or bat.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Golf

Assessment conditions

To ensure that candidates can fully demonstrate their ability, they should play and practise on a mixture of driving range / practice area / putting green and on holes at a golf course.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation at a driving range or practice area and putting green.
- Level 3 may need to demonstrate skills in isolation and in conditioned drills at a golf course.
- Level 4 and above must demonstrate skills being used on holes at a golf course during some form of match play.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome, e.g. where the ball goes can be seen.
- Filming from behind the candidate followed by 'zooming in' on the outcome is most desirable.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the shot being played and the course.

Assessed skills

In golf, the mark is determined by how well each skill is performed and their application in play. It is also determined by the ability to perform the same skills as appropriate to the demands of a golf course.

Skills and techniques

Approach play (pitching/sand/lob/gap wedges) and putting
Driving/shots from the tee
Long irons/hybrid/rescue clubs (selection from 1–5 iron)
Short irons (selection from 6–9 iron)
Note: Candidates can select which clubs they wish to use from the suggested selection range.

Characteristics of play on holes at a golf course

Appropriate shot selection
Driving, iron play, approach play and putting
Playing to the demands of each golf hole
Rhythm and technique of swing

Rules, regulations and safety

Candidates should understand suitable etiquette on a golf course.

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Golf skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing the shots on holes at a golf course** Techniques demonstrated will include: • appropriate shots selected to match the demands of the holes being played, including the club used from the tee and/or to approach the green • driving/shots from the tee show very good stance and swing rhythm, generating distance and accuracy onto the fairway • approach play and bunker play are extremely effective, with the ability to generate appropriate height, distance and line to finish close to the hole • long irons and short irons show very good rhythm and technique, with line and iron selection generally accurate and effective • putting shows a very good pendulum action, judging line, length and contour of the green from all distances • very good game management and reading of course.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing the shots at holes on a golf course** Techniques demonstrated will include: • appropriate shots usually selected to match the demands of the holes being played, including the club used from the tee and/or to approach the green; club selection is occasionally inappropriate • driving/shots from the tee show a good swing, often generating distance but inconsistent accuracy and swing rhythm • approach play and bunker play are effective although one may be better than the other; accuracy can vary but the shot usually makes the green and sometimes finishes close to the hole • long irons and short irons show good technique and rhythm, although accuracy, line and iron selection show inconsistency • putting often shows a pendulum action, although judging line and length from different distances and contours may result in occasional inconsistencies • good rhythm, although accuracy, line and length show inconsistency.

Level	Marks	Performance description for all physical activities	Golf skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing most shots** Techniques demonstrated will include: • appropriate shots are occasionally selected to match the demands of the holes being played, including the club used from the tee and/or to approach the green; club selection is often wrong when playing holes on the golf course • driving/shots from the tee can generate distance on occasions, but lack rhythm and accuracy and tend to slice or hook, often missing the fairway • approach play and bunker play often find the green but seldom finish close to the hole; bunker play tends to cause the candidate more problems than pitching • long irons are often hit well although the wrong club is often selected and some shots are hit 'thin or fat' (poor contact) • short irons are often hit well although the wrong club is often selected and the candidate finds it hard to maintain rhythm and judge the distance required • putting can show a pendulum action but is often jerky or hit in/outside the line; the candidate finds long putts or putts with large breaks in contour difficult.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practices** Techniques demonstrated will include: • appropriate shots are seldom selected to match the demands of any holes that are played • driving/shots from the tee tend to generate little distance and are inaccurate, resulting in significant slice or hook; the technique of the swing lacks rhythm and is inconsistent • approach play and bunker play is inconsistent, often missing the green or target area; bunker play in particular causes significant problems to the candidate • long irons are occasionally hit well, but the swing is inconsistent, club selection is often wrong and contact is usually 'thin or fat' • short irons are occasionally hit well, but the swing lacks rhythm and is inconsistent; club selection is often wrong and shots may be hit with poor contact or inaccurate distance • putting is inconsistent, with varied action used; the candidate has little to no success with long putts or putts with large breaks in contour.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Handball

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate:

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation or in simple conditioned games.
- Level 4 and above must demonstrate skills in a game situation.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the outcome of a pass or shot. Filming from behind and to the side, i.e. the back corner of the court, gives the best view.
- Filming from an appropriate distance is essential, so that the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opposition and the difficulty of the skills being performed.

Assessed skills

In handball, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Passing and receiving (catching)
Shooting
Moving with the ball: dribbling/dodging
Marking

Game skills – attacking play

Keeping possession with the ball, including choice of pass
Screening an opponent with/without the ball

Game skills – defending play

Marking systems: including man-to-man
Positioning in defensive set piece

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Handball skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing the skills in a practice and in a game** Techniques demonstrated will include: • effective defensive stance and marking ability; anticipation of changes in pace and direction when marking and standard marking techniques like man-to-man marking are carried out proficiently • dribbling and dodging throughout the game; changes in pace and direction are possible with the ball generally at waist level; many advanced feints are shown both with and without the ball • accurate passing and receiving with a variety of passes used to outwit opponents; screening is effective • accurate and consistent shooting, executed consistently at a fast speed; shooting ability includes leaning back, vertical position and forward falling or backwards; shots from distance or while closely marked are often successful.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • defensive stance and marking ability are clearly evident, with opponents only occasionally lost due to a lack of ability to anticipate changes in pace and direction when marking; man-to-man marking is carried out proficiently • dribbling and dodging throughout the game although occasionally dominated by one hand; changes in pace and direction are possible with the ball tending to be at waist level with many feints evident (with ball or without ball) • passing and receiving is usually accurate with examples of variety in passing shown; occasional lapses in consistency when passing to moving team mates; screening is often shown • shooting is sometimes accurate and consistent, but not at the fastest speed; shooting is consistent when leaning back or in a vertical position and often effective when forward falling or backwards; shots from distance or while closely marked are often successful.

Level	Marks	Performance description for all physical activities	Handball skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice and/or in a game** Techniques demonstrated will include: • defensive stance and marking ability are evident, but opponents are often lost due to a lack of ability to anticipate changes in pace and direction when marking • dribbling and dodging is evident although dominated by one hand with only minor changes in pace and direction; most dribbling is at waist level with few feints evident (with ball or without ball) • passing and receiving is sometimes accurate although little variety in passing; lack of consistency when passing to moving team mates; screening is occasionally shown • shooting is sometimes accurate and consistent, but only at a slower pace and from a leaning back or vertical position; the candidate finds forward and backwards falling shots difficult and shows little consistency; shots from distance or while closely marked are often ineffective or not attempted.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • an ability to adopt a defensive stance is evident but opponents are often lost due to a lack of ability to anticipate changes in pace and direction when marking • dribbling and dodging is at a slow pace and dominated by one hand; some dribbling is at waist level with control of the ball often lost; little or no feints are evident • passing and receiving is basic with many errors; little variety in passing is shown; consistency of passing and receiving is lower when passing to moving team mates; screening is not attempted • shooting is seldom accurate and consistent; some simple shots from a leaning back or vertical position are attempted.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Hockey

Assessment conditions

Candidates should play and practise against players of a similar ability.

More able candidates may work as an opponent/team mate in order to demonstrate the mark awarded. The Centre should indicate in a separate note when a candidate is assisting, rather than being assessed.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 must demonstrate skills in conditioned games drills and/or in a small-sided game.
- Level 4 and above must demonstrate skills in conditioned games drills and in a formal game of an appropriate standard.

Goalkeeping skills should be mainly assessed in dynamic game situations, to demonstrate shot stopping, positional play, diving and distribution.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a shot at goal, or of a pass to a team mate.
- Filming from an appropriate distance is essential, so the bib numbers of all candidates being assessed can be clearly viewed at all times. An elevated platform would be the best position from which to film.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of other players, with team mates creating opportunities and opposition restricting time and space.

Assessed skills

In hockey, the mark is determined by the performance of individual skills and their application in game situations.

Individual skills

Passing: grip, push, hit, drive, slap, flick, scoop, open and reverse stick
Receiving: grip, open and reverse stick, from the front/left/right, static or on the move
Tackling: open and reverse stick, block
Dribbling/moving with the ball: open and reverse stick, Indian dribble, control, change of pace, beating an opponent of the reverse and open side
Shooting: push, hit, drive, placement/accuracy, power
Goalkeeping: use of gloves/pads/body/stick, diving, spreading, kicking, positional play, communication, distribution

Game skills

Attacking play: mobility and penetration, retaining possession, creating space to receive a pass or to shoot.
Defensive play: marking and/or delaying an opponent, timing of a tackle, covering to give depth to the defence, positional play, one-to-one marking
Set pieces: penalty corner, long corner, free hits, hit or push in, penalty strokes

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Hockey skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in dynamic drills and in a game of an appropriate standard** Techniques demonstrated will include: • accurate and consistent ball control using open and reverse stick as appropriate; soft touch and ball placement will prepare for the execution of the next skill; skills will be successful even when time and space is limited • a variety of passing techniques to stationary and moving team mates with accuracy, timing and correct weight; good push passes are consistently accurate on both open and reverse sides and generate pace • ability to tackle successfully and consistently with the open and reverse stick, demonstrating balance, control and timing • ability to dribble with the ball with good control and speed showing good use on the open and reverse side; can often beat an opponent using deception and/or a change of pace • in a dynamic situation, creates space to shoot, from a variety of distances with the appropriate power, and with reasonable accuracy, using the push and hit as appropriate • goalkeeping in game play: appropriate use of the gloves/pads/feet/body/stick, bravery and agility, appropriate positional awareness, plus reasonably accurate distribution when kicking or pushing/hitting over a variety of distances • ability to consistently influence the outcome of a game.

Level	Marks	Performance description for all physical activities	Hockey skills
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills, in dynamic drills and in a game of an appropriate standard** Techniques demonstrated will include: • accurate and consistent ball control using open and reverse stick as appropriate; soft touch and ball placement will often prepare for the execution of the next skill; skills will be less successful when opposition restrict time and space • a variety of passing techniques to stationary and moving team mates with accuracy, timing and correct weight; push passes are accurate and generate pace, but only on the open side. • ability to tackle successfully and consistently with the open stick, demonstrating balance, control and timing • ability to dribble the ball with good control and speed showing good use on the open side; can sometimes beat an opponent using deception and/or a change of pace • in a dynamic situation, creates space to shoot from a variety of distances with the appropriate power, and with reasonable accuracy, using the push and hit as appropriate • goalkeeping in game play: appropriate use of the gloves/pads/feet/body/stick, bravery and agility, appropriate positional awareness, plus reasonably accurate distribution when kicking or pushing/hitting over a variety of distances • ability to influence the outcome of a game.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy when performing skills in a game** Techniques demonstrated will include: • ability to control a short pass on the open side, but is less consistent on the reverse stick and in a game; control will not facilitate near contact • ability to play a reasonably accurate short push pass or hit, but less accurate when passing from the reverse stick or over a longer distance; push passes demonstrated with incorrect technique • timing, technique and determination in tackling are sometimes inconsistent, so that the outcome of a tackle is unpredictable • maintains reasonable balance, but control of a pass and shooting accuracy are inconsistent, and power is limited • maintains some degree of control with the open and reverse stick while dribbling forward in a game, or when dribbling slowly between cones placed 1 m apart in a conditioned practice • goalkeeping: when not under pressure, can stop a shot using the gloves or pads, but positional play can be inconsistent, and distribution can often lack accuracy and power • contribution to game play is limited.

Level	Marks	Performance description for all physical activities	Hockey skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • a degree of control on the open stick from short push passes in simple isolated practices; control will not facilitate next contact • a degree of accuracy when push passing to another player in simple isolated practices and when not restricted by an opponent • tackling lacks timing, strength and technique so that the tackle is usually unsuccessful, even in one-to-one isolated skill practices • forward momentum, balance and control are usually difficult to maintain when moving forward with the ball, or when dribbling slowly between cones in isolated practices • pushing or hitting a static ball at goal lacks accuracy, timing and power in isolated practices, even when close to goal • goalkeeping: stopping, positional play and distribution are very inconsistent, even in isolated practices.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Lacrosse

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must show skills in conditioned games/drills and in game play.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome, e.g. outcome of a pass, can be seen.
- Filming from behind and to the side of the pitch gives the best view.
- Filming from an appropriate distance is essential so that the bib numbers or letters of all candidates being assessed are clearly visible at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opposition and difficulty of the skills.

Assessed skills

In lacrosse, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Passing and receiving (catching)
Scooping
Running with the ball: cradling, dodging
Shooting
Tackling/checking

Game skills

Attacking play: keeping possession with the ball, including circling from the defender, attacking positioning, including maintaining space in a 2-3-1 offensive formation
Defensive play: defensive systems including man-to-man, tackling and checking to intercept

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Lacrosse skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in dynamic drills and a game** Techniques demonstrated will include: • accurate passing and receiving, a variety of passes predominantly overarm thrown at head height; passing to moving team mates is successful; catching is successful on the run and when stationary • effective running with the ball while under pressure; creating space for a pass or shot; scooping is usually successful • accurate shooting from close and long range • body and stick checking; stick checking will dislodge the ball and body checking will apply pressure • attacking play provides a significant contribution to the team • effective use of different systems of defence, including man-to-man marking.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in dynamic drills and a game** Techniques demonstrated will include: • generally accurate passing and receiving, predominantly using overarm passes; passing to moving team mates is successful; catching is successful when stationary but less consistent when moving • running with the ball while under pressure is often effective, and often creates space for a pass or shot; scooping is often successful when time and/or space allows • accurate shooting from close range • body and stick checking; stick checking may dislodge the ball and body checking will apply pressure • attacking play provides a good contribution to the team • effective use of different systems of defence, including man-to-man marking.

Level	Marks	Performance description for all physical activities	Lacrosse skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • accurate passing and receiving in practices but less so in a game; passing to static team mates is successful; catching is successful when stationary but less so when moving • successful running with the ball in practice and can create space for a pass or shot; scooping is often successful when time and/or space allows • shooting sometimes successful but only from a close range • body and stick checking; stick checking is more successful than body checking • attacking play provides a limited contribution to the team performance • a marking system but less successful in marking an opponent in game situations.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • largely ineffective passing and receiving with only basic underarm passes being used; the stick is often not ready to receive and the candidate regularly stops when receiving the ball • often avoids running with the ball; unable to create space • ineffective shooting finding it hard to execute close range shots; basic shooting technique is used and rushed • checking is executed, but rarely making opponents move wide or lose the ball • occasional attacking skills when working with players of a similar ability; tending not to contribute to any attacking formation, unless the ball is given to them • finding basic man-to-man marking difficult, even against players of a similar ability.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Netball

Assessment requirements

Boys and girls must be assessed separately, i.e. boys against boys and girls against girls. When there is a limited number of girls or boys, mixed games must be conditioned.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and in conditioned games/drills.
- Level 4 and above must demonstrate skills in more dynamic conditioned games/drills and in game play.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a pass to a team mate or of a shot at the ring.
- Filming from an appropriate distance is essential, so that the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opposition and the difficulty of the skills.

Assessed skills

In netball, the mark is determined by the performance of individual skills and their application in game situations. Some skills are generic to all netball players, whatever their position. Other skills can be much more specific to a particular position in a match. The Centre should therefore apply position-specific weighting when assessing the final mark for each candidate. For example, a goal attack will be expected to have strong passing and shooting skills, whereas a goal defence will be expected to be more effective at marking, blocking and interceptions.

Skills and techniques

Footwork
Marking
Passing
Receiving
Shooting

Game skills

Circle play and shooting
Mobility, getting free, change of speed and direction
Marking, intercepting, blocking, defending the pass and/or shot
Quality of pass

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Netball skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in dynamic drills and in a game** Techniques demonstrated will include: • consistently proficient footwork with landing skills (one/two feet), pivoting, dodging and stopping to be an effective participant in full game play • effective one-to-one marking of a moving player, intercepting, blocking, and defending a pass or shot; marks the ball and space as well the opponent • consistently makes quick, accurate, well-timed one-/two-handed passes; passes are delivered quickly even when marked closely • usually gets free of an opponent, and catches passes while maintaining balance, speed and court mobility and turning to face goal • usually gets free for a pass in the circle and scores with a high percentage of shots (at least 50%) • contributes significantly to game play.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique and consistency when performing skills in dynamic drills and in a game** Techniques demonstrated will include: • proficient footwork with landing skills (one/two feet), reasonably consistent pivoting and stopping to often be an effective participant in game play • one-to-one marking of a moving player, intercepting a pass and/or defending a shot are reasonably consistent, but can be less effective under pressure • makes reasonably well-timed one-/two-handed passes, but accuracy is not always consistent under pressure; ball is not always passed quickly • often gets free of an opponent, and catches passes while maintaining balance, but may receive in a position that restricts the next pass • often gets free for a pass in the circle and scores with a reasonably high percentage of shots (at least 40%) • makes a good contribution to the game.

Level	Marks	Performance description for all physical activities	Netball skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in drills and in a game** Techniques demonstrated will include: • inconsistent landing skills (one/two feet) and stopping which results in infringement; this causes receiving to be static so that overall effectiveness in game play is limited • one-to-one marking of a moving player is evident but not always successful; does not defend space and the ball • makes two-handed passes but distribution lacks accuracy especially when time/space is restricted • does not consistently get free of an opponent and so receives the ball only when free and static • can sometimes get free for a pass in the circle and scores with a limited percentage of shots (at least 20%) • can participate in a game but does not make a substantial contribution.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • ability to land correctly but general footwork lacks technique and balance; ball is caught with both feet on the ground • difficulty marking a static or moving opponent effectively, and rarely intercepts a pass • passes lack power and often do not reach the receiver or are intercepted • ball-handling skills are limited and very often prone to error; ball is frequently dropped • rarely gets free for a pass in the circle, and is therefore unable to attempt many shots; a low percentage of shots are successful • cannot participate in a game with any effectiveness.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Rugby league

This activity must not be offered with rugby union.

Assessment conditions

Candidates should play and practise against players of a similar ability.

More able candidates may work as an opponent/team mate in order to demonstrate the awarded mark. You should indicate in a separate note when a candidate is assisting, rather than being assessed.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Levels 3 and 4 must demonstrate skills in dynamic drills, and in a small-sided game.
- Level 5 and above must demonstrate skills in dynamic drills and in a school or club match or in a game of an appropriate standard.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a pass to a team mate.
- Filming from an appropriate distance is essential, so the bib/shirt numbers or letters of all the candidates and the context of the game can be viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Numbered team rugby jerseys are suitable.

Level of demand

This is set by the ability of team mates and the opposition and the difficulty of the skills being performed.

Assessed skills

In rugby league, the mark is determined by the performance of individual skills and their application in game situations.

There is no requirement for individually assessed skills in kicking, scrummaging and line out play during isolated skill practices or conditioned games, but they can be assessed during game play.

Skills and techniques

Playing the ball
Passing
Receiving
Running with the ball
Tackling

Characteristics of conditioned practices/game play

Attacking play, playing the ball and try scoring
Running with the ball, creativity and tactical awareness
Mobility and anticipation
Defensive play including tackling
Quality and variation of pass

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Rugby league skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in practice and in a game of an appropriate standard** Techniques demonstrated will include: • consistently maintaining a strong body position over the ball • accurate and well-timed short, swing and spin passes off both hands, often at speed • ability to consistently catch a pass or pick up a ball, while maintaining balance, speed and line of attack • ability to swerve, side step, dummy and hand-off to maintain the momentum of an attack when running with the ball; tackles will be regularly broken • can tackle safely, effectively and consistently using a side, smother and front tackle • a significant contribution to successful game play.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in game play** Techniques demonstrated will include: • usually maintaining a strong body position over the ball • reasonably accurate short and swing passes, and can spin pass off one hand when not under pressure • ability to consistently catch a pass or pick up a ball • ability to change direction while running forward with the ball; tackles will usually be broken • can usually tackle safely and effectively using a side and front tackle • a good contribution to successful game play.

Level	Marks	Performance description for all physical activities	Rugby league skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills, in a practice and in a game** Techniques demonstrated will include: • reasonably accurate but short and swing passes are not always accurate under pressure and better off one hand • can usually catch a pass or pick up a ball • can carry the ball forwards into space, but is sometimes unaware of the options available to link up with other players; some tackles will be broken • tackling in isolated drills but with less success in game play • some contribution to game play.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in isolated skill practices or conditioned games** Techniques demonstrated will include: • can pass over a short distance but not always accurately • general ball-handling is prone to error • may sometimes carry the ball but not at speed and rarely links up with support players • tackling in isolated drills but with very limited success in game play • very limited contribution to game play.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Rugby union

This activity must not be offered with rugby league.

Assessment conditions

Candidates should play and practise against players of a similar ability.

More able candidates may work as an opponent / team mate in order to demonstrate the awarded mark. You should indicate in a separate note when a candidate is assisting, rather than being assessed.

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Levels 3 and 4 must demonstrate skills in dynamic drills, and in a small-sided game.
- Level 5 and above must demonstrate skills in dynamic drills and in a school or club match or in a game of an appropriate standard.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the result of a pass to a team mate.
- Filming from an appropriate distance is essential, so the bib/shirt numbers or letters of all the candidates and the context of the game can be viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written onto the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Numbered team rugby jerseys are suitable.

Level of demand

This is set by the ability of team mates and the opposition and the difficulty of the skills being performed.

Assessed skills

In rugby union, the mark is determined by the performance of individual skills and their application in game situations.

There is no requirement for individually assessed skills in kicking, scrummaging and line out play during isolated skill practices or conditioned games, but they can be assessed during game play.

Skills and techniques

Rucking and mauling
Passing
Receiving
Running with the ball
Tackling

Characteristics of conditioned practices/game play

Running with the ball, break tackles, swerve, dummy
Mobility and anticipation
Defensive play including tackling
Quality and variation of pass

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Rugby union skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • accurate and well-timed short, swing and spin passes off both hands, often at speed; ability to 'off load' effectively in a tackle • ability to consistently catch a pass, or pick up a ball, while maintaining the speed and line of attack • breaking tackles, passing when appropriate and presenting ball when tackled; ability to swerve and dummy effectively • adopts good body positions when rucking and mauling, driving other players off the ball • ability to swerve, side step and hand-off in order to maintain the momentum of an attack and/or consistently link up with support players • tackling safely and effectively • a significant contribution to game play; forwards will demonstrate very good scrummaging technique and backs will demonstrate very good execution of back-line moves.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique and accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • reasonably accurate and well-timed short, swing and spin pass on one hand, often at speed; ability to occasionally 'off load' in a tackle • ability to consistently catch a pass, or pick up a ball • passing when appropriate and presenting ball when tackled • adopts good body positions when rucking and mauling, and can protect the ball to keep possession • ability to swerve and maintain the momentum of an attack and/or consistently link up with support players • tackling safely and effectively on most occasions • a noticeable contribution to game play; forwards will demonstrate good scrummaging technique and backs will demonstrate good execution of back-line moves.

Level	Marks	Performance description for all physical activities	Rugby union skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills, in a practice and in a game** Techniques demonstrated will include: • reasonably accurate; well-timed short swing pass on one hand • can usually catch a pass or pick up a ball • can pass when appropriate and present ball when tackled • joins rucks/mauls but makes no significant contribution • can run with the ball and pass when not likely to be tackled • tackling in isolated drills but with less success in game play • some contribution to game play.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • can pass over a short distance on one hand • can usually catch a pass or pick up a ball in a drill • ineffective running/carrying • joins rucks/mauls but makes no significant contribution • can run with the ball and pass when in open space • tackling in isolated drills but with very limited success in game play • very limited contribution to game play.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Squash

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must demonstrate skills in conditioned games/drills and competitive games.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen. Filming from a viewing balcony is often the most effective method.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by ability of the opponent and the difficulty of the shot or serve being received during rallies.

Assessed skills

In squash, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Serving
Forehand: grip, drive, volley, drop shot, boast
Backhand: grip, drive, volley, drop shot, boast

Game skills

Side wall play
Court movement (returning to the 'T')
Ball depth variation
Shot variation

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Squash skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • serves that show variation, hit the side wall at a high point and drop onto bottom of back wall; footwork is accurate; backhand and forehand serves but forehand will dominate • drives will place ball close to the side wall and deep to back wall • volleys will be effective in either winning rallies or placing the ball onto back wall • drop shots will be 'soft', accurate and use side and front wall • boast will drop in the corner and front wall • shot variation and accuracy will be very good and consistent; side wall shots will be tight to wall and 'second bounce' be on bottom of back wall • court movement will be quick, return to a central position between shots will be consistent and give the appearance of being unrushed.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • serves that show variation, hit the side wall at a high point and drop onto bottom of back wall; footwork is accurate; only forehand serves demonstrated • drives will sometimes place ball close to the side wall and deep to back wall • volleys will be executed with good technique but will often not win the point • drop shots will be demonstrated but place a low level of pressure on the opponent • boast will be shown in the game but may only occasionally be effective • shot variation and accuracy will be good and consistent • knowledge of where to stand to serve and to receive, but anticipation of returns is inconsistent.

Level	Marks	Performance description for all physical activities	Squash skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • serves that show little variation; serves are not high enough on front wall to have depth and apply little pressure to the opponent; footwork is not accurate; only forehand serves demonstrated • side wall play is not precise but some balls are placed to apply pressure • volleys will be executed with basic technique but will not apply pressure • drop shots will be demonstrated but place little pressure on the opponent • boast will be shown in the game but is only occasionally effective • shot variation will be limited • court movement will be slower although a return to a central position between shots may be understood; candidate will appear to be 'rushed' due to a lack of anticipation.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • serves that show no variation; serves are not high enough on front wall to have depth and apply no pressure to the opponent; footwork is not accurate; only forehand serves demonstrated • side wall play is not evident and the only intention is to hit the ball • rallies are short and rely on opponent's weaknesses, poor play and mistakes; no pattern to a rally will be seen; ball rarely bounces behind the service line • volleys will often be mishit or missed • drop shots will be inaccurate • shot variation and accuracy will be very basic • court movement will be slow with no repositioning after shots.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Table tennis

Assessment requirements

- Candidates should be assessed in singles play only.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games/drills.
- Level 4 and above must demonstrate skills in conditioned games/drills and in competitive games.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. ball placement on the table.
- Filming from the front and to the side gives the best view.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opponent and difficulty of the shot being received during rallies.

Assessed skills

In table tennis, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques (all on forehand and backhand)

Serving
Push
Topspin
Backspin

Game skills

Attacking play: variation of serve, ball placement, spin to exert pressure
Good footwork to execute shots and to dominate with forehand
Defending play

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Table tennis skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing the skills in a practice and in a game** Techniques demonstrated will include: • serves that show variety of spin and speed • topspin rallies that can be maintained with speed and accuracy on both forehand and backhand • backspin will be effective in both returning topspin drives and applying pressure • game play will apply pressure by good variation in shots and ball placement • play will be effective through rapid movement and footwork around the table.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing the skills in a practice and in a game** Techniques demonstrated will include: • serves that show variety of spin and speed • topspin rallies that can be maintained with reasonable speed and accuracy on both forehand and backhand • backspin will be effective in returning topspin drives • game play will apply pressure by variation in shots and ball placement • play will be effective through movement and footwork around the table.

Level	Marks	Performance description for all physical activities	Table tennis skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice and/or in a game** Techniques demonstrated will include: • serves that show limited variety of spin and speed • forehand and backhand rallies can be maintained in a practice situation but rarely in a game • push strokes may be used • backspin will be effective in practice but not in rallies • rallies will be maintained until spin or speed pressure causes mistakes • game play will have restricted variation in shots and ball placement • play consists of returning the ball rather than applying pressure • limited footwork will be evident, which will restrict movement and shots will be returned by using both sides of the body.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • serves that show limited ability and may be executed incorrectly • forehand and backhand rallies can be maintained in a practice situation with difficulty and only when the ball is fed by a partner • push strokes will dominate any play • game play will have restricted variation in shots and ball placement • play consists of returning the ball rather than applying pressure • very limited footwork will be evident which will restrict movement and shots.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Tennis

Assessment requirements

- Candidates should be assessed in singles play only.

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned rallies/games.
- Level 4 and above must demonstrate skills in conditioned rallies/games and in competitive games.

Evidence

- Filmed evidence should only include the evidence required to support the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome can be seen, e.g. the shot and placement of the ball.
- The camera should be positioned at one end of the court so that both players and the outcome of their skills can be viewed at all times.
- Only one court, with two candidates playing singles, should be filmed at any one time.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 on candidate identification.

Level of demand

This is set by the ability of the opponent and the difficulty of the ball being received during rallies.

Assessed skills

In tennis, the mark is determined by the performance of individual shots and their application in rallies and game situations.

Skills and techniques

Ground strokes: forehand and backhand
Volleys
Serving

Game skills

Variation of serve
Placement of shots: depth, pace, down the line and cross court

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Tennis skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy in performing skills in conditioned rallies/games and in a competitive game** Techniques demonstrated will include: • backhand and forehand that take the ball early (including a rising ball) and show depth of ball placement: strokes are performed with power, resulting in the ball crossing the net fairly low • serves demonstrate a whip action, are consistent and performed with power; racket head leads the serve and is on top of the ball • volleys punch the ball deep to the baseline • game play/rallies show accuracy and variation • court speed, anticipation and good footwork and contribute to rallies.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in conditioned rallies/games and in a competitive game** Techniques demonstrated will include: • serves with some accuracy, with racquet over the ball, but whip action is less effective • forehand and backhand strokes with some depth and accuracy: one may be less effective and be performed with less power • volleys performed correctly, but lack depth and power • rallies maintained but shots show less variation and ball placement is more central to the court • anticipation and good footwork contribute to rallies, but court speed is less effective.

Level	Marks	Performance description for all physical activities	Tennis skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice and/or in conditioned rallies/games** Techniques demonstrated will include: • serves with some accuracy (but with wrist leading the serve) and little power • forehand with correct footwork, but without power or variation; backhand strokes are executed with incorrect footwork and swing; both strokes have only limited success • volleys are demonstrated, but technique and strength will limit success • rallies can be maintained for a limited number of shots but only when ball received is easy to play • anticipation is limited and correct footwork (forehand only) is demonstrated when the candidate has time, but court speed is limited.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • serves with some accuracy (but with wrist leading the serve) and little power; ball has a high flight path • forehand with incorrect footwork and without power or variation; backhand strokes are executed with incorrect footwork and swing; both strokes have only limited success • volleys are rarely successful • rallies are rarely maintained • anticipation is limited and correct footwork (forehand only) when the candidate has time, but court speed is limited.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Volleyball

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in conditioned games.
- Level 4 and above must demonstrate skills in conditioned games/drills and in competitive games.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate. Skills like the volley and dig should be demonstrated in a dynamic continuous situation.
- It is important that both the skill and the outcome can be seen, e.g. the outcome of a volley.
- Filming from an appropriate distance is essential, so the bib numbers or letters of all candidates being assessed can be clearly viewed at all times.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opposition and the difficulty of the skills.

Assessed skills

In volleyball, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Serve
Dig
Volley
Smash/spike

Game skills

Attacking play:
Three-touch rally
Setting from a variety of positions

Defending play:
Digging in defence
Anticipation

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Volleyball skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in conditioned games/drills and in competitive games** Techniques demonstrated will include: • consistent and accurate service; power generated by an overarm serve • digging while under pressure from an angled or powerful serve or spike is consistent and accurate, usually setting up the potential for attacking play • volleys are executed from all areas of the court with consistency and accuracy; hands have a 'soft touch' and fingers extend through the ball to create height; volleys can set up a spiking opportunity • fluent court movement creates attacking opportunities in most positions; good anticipation gives candidate time to position and play shots; three-touch rallies are completed effectively throughout the game; setting and spiking are effective.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in conditioned games/drills and in competitive games** Techniques demonstrated will include: • consistent and accurate underarm service; overarm serves are sometimes inconsistent and are 'floating' serves only • digging shows good technique and the ball is usually controlled to enable an effective second touch; receiving a downward struck ball shows less consistent control • volleys are executed with consistency and are usually accurate; hands have a 'soft touch' and fingers extend through the ball to create height; volleys are less effective in setting up spiking opportunities through inconsistent placement relative to the net • good court movement combined with anticipation gives candidates time and consistency of skill execution; three-touch rallies can be completed, however a certain role (dig/volley) is much more consistent than the others; spiking will be ineffective.

Level	Marks	Performance description for all physical activities	Volleyball skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in a practice and/or in conditioned games** Techniques demonstrated will include: • underarm service is not consistent with serves and tends to follow a high looping trajectory; overarm serves will be demonstrated but with a low standard of success • digging is sometimes accurate but breaks down when faced by an angled or powerful serve or spike; digging technique is inconsistent, sometimes leading with the arms • volleys are effective and accurate, but hands tend to slap at the ball rather than the fingers extend • inconsistent single blocks due to a mistimed jump and/or poor positioning; passing is variable in accuracy; lack of consistency when passing to moving team mates • limited fluency in court movement and the candidate lacks consistency in any role on court (dig/volley); three-touch rallies will be attempted but performed with difficulty and inconsistently.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • largely ineffective serving, only possible with a basic underarm technique; serves regularly do not cross the net • digging is often avoided by the candidate or hit with leading and uncontrolled arms; digs are seldom accurately placed to allow three-touch rallies • volleying is often inconsistent, with difficulty accurately finding moving or stationary team mates; hands often slap at the ball and height is usually not achieved adding to ineffective three-touch rallies • limited ability to play a part in a controlled rally.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

6.2 Gymnastic activities

Activities in this section:

- artistic gymnastics **or** rhythmic gymnastics
- individual figure skating
- trampolining.

Candidates **cannot** enter for both artistic gymnastics and rhythmic gymnastics.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance.

Candidates should:

- compose and perform routines involving appropriately advanced and technically demanding skills
- perform a range of techniques showing understanding of body form, fluency and accuracy in execution of elements within the performance
- understand and apply the principles, rules and criteria for performance in the activity.

All activities in this section should be filmed in a way which allows moderators to see the full routine and isolated skills as appropriate and enables moderators to see the relevant skills (height, landings, movement, body form, etc.). For details see the relevant section on filmed evidence in the individual activities.

Artistic gymnastics

This activity must not be offered with rhythmic gymnastics.

Assessment requirements

- Candidates must be assessed completing a routine in either one or two disciplines as specified below.
- Candidates must complete individual routines.

Assessment conditions

The range of skills/routines that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills on the floor in isolation and one vault.
- Level 3 should demonstrate skills in an individual floor routine and one vault.
- Level 4 and above must demonstrate skills in an individual floor routine, a second discipline and one vault.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- The whole routine should be filmed so that the gymnast and the mat area are in view.

Identification

Candidates must be identified using distinctive coloured leotard/clothing with identifiers written on the order of merit form. This information can also be displayed as a caption on the film or as a verbal commentary. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the execution of the skills and the tariff difficulty of the routine.

Assessed skills

Skills are given difficulty tariffs and this will help determine the mark. However, skills are also assessed for accuracy of execution and shape. Candidates should perform one routine of linked moves, of a sufficient length to demonstrate their level of skill.

Disciplines

Girls: beam, asymmetrical bars, vault
Boys: high bar, parallel bars, pommel horse, vault

Skills are not listed for each discipline. The range of floor/vault skills below should guide expected skills in other disciplines.

Skills are listed in a hierarchical way and are classified according to difficulty. Routines should contain specific skills, link skills and expressive skills, as well as musicality where appropriate.

Floor skills

Jumps: tucked/piked/straddle/other jumps of choice
Rolls: backwards/forwards/other rolls of choice
Balances: handstand/headstand/arabesque
Turns (half and full)
Rotational skills cartwheel and round off
Advanced skills: walkovers, handsprings somersaults

Vaults

CrossBox/Springboard for take-off: through/straddle/handspring, short arm over swing (half rotation off)

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Artistic gymnastics skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in both routines and a vault** Techniques demonstrated will include: • a wide range of individual and linked skills in routines; where appropriate musicality will be very good; routines will have fluency • advanced skills with basic skills as link moves or as combined skills • very good balance, control, pace and body form throughout • the vault will be of a high tariff and executed with very good body form showing flight on and off and secure landings.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in both routines and a vault** Techniques demonstrated will include: • a wide range of individual and linked skills in routines; where appropriate musicality will be very good; routines will have fluency • limited advanced skills as well as basic skills as link moves and combined skills • good balance, control, pace and body form throughout • the vault will be of a high tariff and executed with good body form, balance and control.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in the routine and a vault** Techniques demonstrated will include: • a wide range of individual and linked skills in routines; where appropriate musicality will be sound; routines will have fluency • basic skills are linked to provide a routine that demonstrates variability including link moves and combined skills • balance, control, pace and body form throughout • the vault will be of a low tariff and executed with sound body form, balance and control.

Level	Marks	Performance description for all physical activities	Artistic gymnastics skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in isolated skills and a vault** Techniques demonstrated will include: • a range of basic individual skills; skills may be presented continuously but as a routine it will appear to be a set of skills without fluency or substantial links • balance, control and pace will be variable and body form will often be incorrect; some skills will be performed incorrectly • the vault will be of a low tariff and executed with incorrect form and some imbalance especially on landing.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Rhythmic gymnastics

This activity must not be offered with artistic gymnastics.

Assessment requirements

- Candidates must be assessed completing a routine in either one or two disciplines as specified below.
- Candidates must complete individual routines.

Assessment conditions

The range of skills/routines that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation and in a basic routine of linked moves.
- Level 3 may need to demonstrate skills in isolation and should complete a routine in one discipline.
- Level 4 and above must demonstrate skills in routines in two disciplines.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- The whole routine should be filmed so that the gymnast and mat area are in view.

Identification

Candidates must be identified using distinctive coloured leotard/clothing with identifiers written on the order of merit form. This information can also be displayed as a caption on the film or as a verbal commentary. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the execution of the skills and the tariff difficulty of the routine.

Assessed skills

Skills are given difficulty tariffs and this will help determine the mark. However, skills are also assessed for accuracy of execution and shape. In rhythmic gymnastics, the mark is determined by the candidate's ability to perform a routine of their choice of a sufficient length to demonstrate their level of skill.

Disciplines

Candidates must choose to use a ball, hoop or ribbon to demonstrate skills in isolation or in a routine. Manipulation of other rhythmic gymnastics equipment is **not** allowed. The candidate may choose the tariff difficulty to suit their ability.

Routines should contain specific skills, link skills and expressive skills, as well as, where appropriate musicality.

Skills and techniques

Rolls
Balances
Leaps/jumps
Spins
Walkovers

Manipulation of specific equipment (as chosen by the candidate):

Ball: throw/catch/trap/swing/circle/bounce
Hoop: throw/catch/trap/spin/swinging/passing through and over
Ribbon: throw/catch/swing/circle/figure of 8/snake

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Rhythmic gymnastics skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in two routines** Techniques demonstrated will include: • balances and walkovers of a high level of difficulty and both performed well • manipulation of the apparatus shows a wide range of skills, executed to a high level • routines include gymnastic (both basic and advanced skills) and apparatus skills being linked together with few losses of control; routine is prolonged, consistent and flows extremely well • very good candidate choreography • excellent musicality in routines; rhythm, balance, control and body form are maintained; occasional attempt to use the non-favourite hand for at least one apparatus skill • routines last at least 1 minute each.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in two routines** Techniques demonstrated will include: • balances and walkovers of a good level of difficulty and both performed well • manipulation of the apparatus shows a wide range of skills, executed to a good level • routines include gymnastic (with some advanced skills) and apparatus skills being linked together with few losses of control; the routine is prolonged, consistent and flows well • good candidate choreography • excellent musicality and rhythm in routines; balance, control are maintained but body form (shape and tension) may be less defined • routines last at least 1 minute each.

Level	Marks	Performance description for all physical activities	Rhythmic gymnastics skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in practice and one routine** Techniques demonstrated will include: • balances and rolls are performed well • manipulation of the apparatus shows a limited range of skills, executed to a sound level of technique • gymnastic and apparatus skills can be combined in an isolated move to a good standard • routines include gymnastic (with only basic skills) and apparatus skills linked together with few losses of control • some candidate choreography • reasonable rhythm, balance, control in routines but links between skills are not fluid • routines last 30 seconds to 1 minute.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations and one routine** Techniques demonstrated will include: • an ability to perform some of the isolated basic gymnastic and apparatus skills with some control; no moves of a higher tariff are demonstrated; basic skills are repeated but not consistently • balances chosen are often not held and rolls are executed without good form • the routine includes only a few moves linked together with some obvious loss of control and balance • routine lasts 30 seconds or less and appears more as a performance of isolated moves • manipulation of apparatus in the routine is inconsistent and lacks control; musicality is limited.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Individual figure skating

Assessment requirements

- Candidates must be assessed as individual skaters.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and/or in a routine.
- Level 4 and above must demonstrate skills within a continuous routine/dance and choreograph their own routine.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the mark. This will result in different evidence for different levels of candidate.
- Candidates should be filmed showing isolated skills and a routine set to music.
- It is important that both the skill and context (movement around the rink) can be observed.

Identification

Candidates must be identified using distinctive costume with identifiers written on the order of merit form. This information can also be displayed as a caption on the film or as a verbal commentary. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the execution of the skills and the difficulty tariff of the skills and the way they are linked together in a routine/dance.

Assessed skills

In figure skating, the mark is determined by the performance of individual skills and their application in a routine/dance. Figure skating is partly judged on the difficulty of a skill. It is also judged on the quality of the execution to include body tension, balance and flow.

Skills and techniques

Skating forwards and backwards on two skates and single skate
Alternating between forward and backward facing
Crossovers, curves using both edges
Turns to include three turns, twizzles, mohawks/choctaws
Spirals
Spins
Jumps
Landings

Routine

Linking movements
Flow
Variation
Musicality
Specific figure skating moves
Use of both edges

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Individual figure skating skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing the skills in a practice and in a routine** Techniques demonstrated will include: • an ability to spin on one foot for at least three rotations • a spiral in arabesque with body shape and balance maintained • a routine lasting at least 80 seconds including at least eight figure skating skills and link movements; routine will show skills at a very good level, with very good linking movements; body tension, extension, balance and flow will be very good • jumps have height resulting in correct landings and allowing the routine to flow.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing the skills in a practice and in a routine** Techniques demonstrated will include: • an ability to spin on one foot for at least three rotations • a spiral in arabesque with body shape and balance maintained • a routine lasting at least 60 seconds including at least six figure skating skills and link movements; routine will show skills at a good level, with good linking movements; body tension, extension, balance and flow will be good • jumps have height which will assist landings but which may cause the routine to 'stutter'.

Level	Marks	Performance description for all physical activities	Individual figure skating skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in a practice and/or in a routine** Techniques demonstrated will include: • turn to face the other way while moving forward or backwards; skate on one leg; crossovers to change direction curve smoothly to the left and right; basic skills such as three step and mohawk • an ability to spin on two feet for at least three rotations • a spiral in arabesque but body shape and balance may be limited • a routine lasting at least 60 seconds including at least six figure skating skills and link movements; routine will show skills at a reasonable level, with good linking movements; body tension, extension and balance will be sound.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations** Techniques demonstrated will include: • skate in a forward and backward direction with the ability to turn to face the other way while still moving forward; curve on one skate in one direction • a spin of at least two rotations but executed at low speed and some imbalance • a routine lasting at least 40 seconds including at least five figure skating skills and link movements; routine will show skills at a reasonable level; body tension, extension and balance will be sound but flow of the routine will be limited.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Trampolining

Assessment requirements

- Candidates must be assessed completing either one or two 10-bounce routines.
- Candidates must complete individual routines.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation only or in a routine.
- Level 3 may need to demonstrate skills in isolation and/or in a routine.
- Level 4 and above must demonstrate advanced skills in isolation and in two routines.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Filming needs to take place from an angle that allows the candidate's skills, travel and height from the bed to be seen.

Identification

Candidates must be identified using distinctive coloured leotard/clothing with identifiers written on the order of merit form. This information can also be displayed as a caption on the film or as a verbal commentary. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the execution of the skills and the tariff difficulty of the routine(s).

Assessed skills

Skills are given difficulty tariffs and this will help determine the mark. However, skills are also assessed as to their accuracy of execution and body shape. Trampolining is also assessed on form, consistency of height, amount of travel and control.

Skills and techniques

Basic skills (to be shown in isolation)

Shapes: pike, straddle, tuck
Drops: back, seat, front
Twists: half, full
Combined movements: swivel hips, half twist in/out of front and back landing
Rotational movements: seat drop to front drop, back drop to front drop (combined with twists, e.g. cradle), turnovers

Advanced skills

Front and back somersault: tuck, pike, straight
Barani: tuck, pike, straight
Combined movements: full twist in/out of front and back landing

Routine

Depending on their level, candidates should perform one or two routines. Movement skills should be selected from above, linked together as 10-bounce routines. The routine(s) performed by candidates should show the full range of skills of the candidates and contain a mixture of basic and advanced skills as appropriate to enable the candidate to access the mark of which they are capable.

The following two routines are given as an indication of difficulty (tariff). Consideration will be made to height from the bed, transitions between moves, tariff difficulty and travel.

Suggested routine for a moderate ability candidate (Level 3 and below):

1 seat drop
2 half twist to seat drop
3 half twist to feet
4 half twist jump
5 tuck jump
6 front drop
7 to feet
8 straddle jump
9 back drop
10 to feet

Suggested routine for a high ability candidate (Level 4 and above):

1 back somersault (tucked or straight)
2 straddle jump
3 seat drop
4 half twist to seat drop
5 half twist to feet
6 pike jump
7 back drop
8 half twist to feet
9 tuck jump
10 front somersault (tucked)

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Trampolining is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have appropriate ability and experience in order to be safe and confident. Candidates must **not** attempt skills that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Trampolining skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in isolation and in two routines** Techniques demonstrated will include: • an ability to perform all isolated advanced skills with excellent technique and very little travel; appropriate height is generated; the front and back somersault is completed at height, with the tuck being well defined and not rushed • skills have very good shape, control and execution • the two routines are at or above the suggested tariff difficulty for a high ability candidate, both are performed with very good balance and control • both routines have very good height, fluency, balance and very little travel • a wide selection of skills, with well-defined shapes.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in isolation and in two routines** Techniques demonstrated will include: • an ability to perform some isolated advanced skills with good technique and very little travel; appropriate height is generated; the front and back somersault is completed, with the tuck being well defined • skills have good shape, control and execution • the two routines are at the suggested tariff difficulty for a high ability candidate, both performed with good balance and control • both routines have good height, fluency, balance and limited travel • a good selection of skills, with well-defined shapes.

Level	Marks	Performance description for all physical activities	Trampolining skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in isolation and in a routine** Techniques demonstrated will include: • an ability to perform a few isolated advanced skills but with incorrect technique and shape • basic skills have correct shape, control and execution • the routine is at the suggested difficulty tariff for a moderate ability candidate, performed with balance and control • the routine has some fluency, balance and limited travel • a good selection of skills, with well-defined shapes.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of isolated skills and/or in a routine** Candidates demonstrate: • an ability to perform some basic isolated skills but with incorrect technique and shape • the routine is at or below the suggested tariff difficulty for a moderate ability candidate, performed with balance and control • the routine has only some fluency, balance and control • height is limited and travel is exaggerated • a basic selection of moves.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

6.3 Dance

- Candidates may enter only **one** dance.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance. Candidates must be assessed as individual dancers.

Candidates should:

- choreograph and perform routines involving appropriately advanced and technically demanding dances that successfully communicate the artistic intention
- demonstrate a range of techniques showing understanding of body form, fluency, use of space and musicality
- understand and apply the principles, rules and criteria for performance in the dance.

All dances should be filmed in a way which allows moderators to see the full routine.

Dance

Assessment requirements

- Candidates can choose the dance genre. It must be an artistic interpretation of a stimulus (usually music but it could be a poem or other stimulus).
- The dance should be approximately 2 minutes' duration.
- Candidates must be assessed as individual dancers.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 3 and below may need to dance with others.
- Level 4 and above must perform the dance on their own except where the dance expressly requires a partner, e.g. ballroom.
- Level 4 and above must choreograph their own dance.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Filmed evidence should include the whole dance with sound.

Identification

Candidates must be identified using distinctive clothing or a sash with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

When selecting a dance, remember that some dances / dance styles create a higher level of demand than others, meet the criteria much more easily, and provide greater potential. Dances should demonstrate candidates' abilities to be dynamic, use space, change levels, link movements, show body shape, tension and have a general flow. In Level 4 and above candidates are required to compose/choreograph the dance (which excludes direct repetition of a set dance and whole-school performances). Dances should demonstrate the candidate's ability to interpret the stimulus (usually music).

Some traditional/historical dance styles can be repetitive and static, which makes them difficult to compare with very dynamic and complex dances and award a similar mark.

Dance teaching

Candidates should be taught dance so that dance techniques can be developed, demonstrated and assessed. Dances should not be a candidate's interpretation of what they have seen on a music video. Candidates in these circumstances rarely produce performances that can be awarded high marks.

Assessed skills

In dance, the mark is determined by the performance of the whole dance and the interpretation to music. Expected skills will vary between different genres.

All dances will show movements that will be judged by the assessment of:

Physical aspects

Body tension in both the core and the limbs
Body extension
Balance
Flexibility
Shaping

Link elements

Fluidity, rhythm, flow, coordination, variation in speed

Dance content

Originality, composition, musicality (artistic interpretation)
Elements that define the dance genre and type
Understanding of any constraints/regulations if applicable

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Dance skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performance and choreography** Techniques demonstrated will include: • all assessed skills completed to a very good standard consistently maintained throughout the performance • a very good variety of physical skills • link elements to produce a smooth seamless dance • original choreography and composition, interpreting the music (stimulus) with appropriate movement, body expression and musicality • knowledge and performance of skills that define the dance genre and any applicable regulations.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performance and choreography** Techniques demonstrated will include: • all assessed skills completed to a good standard frequently seen throughout the performance • a good variety of physical skills • link elements but the performance may not flow consistently • composition of the dance, interpreting the music (stimulus) with appropriate movement, body expression and musicality • knowledge and performance of skills that define the dance genre and any applicable regulations.

Level	Marks	Performance description for all physical activities	Dance skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performance** Techniques demonstrated will include: • a range of assessed skills completed to a sound standard often seen throughout the performance • a variety of physical skills • link elements but the performance will not always flow consistently • interpretation of the music (stimulus) with appropriate movement, body expression and musicality • performance may be in a group where support from others assists the performance.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in performance** Techniques demonstrated will include: • some recognisable assessed skills • a limited number of physical skills but not demonstrated consistently and without clear definition • link elements may be demonstrated but the performance will not flow consistently • tendency for dance to be repetitive or static • performance may be in a group where support from others assists the performance.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

6.4 Athletic activities

Activities in this section:

- cross-country running
- cycling
- rowing and sculling
- track and field athletics
- weight training for fitness.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance.

Candidates should:

- perform in selected events showing good form and technique
- where appropriate apply the strategies and tactics in their chosen events
- understand and apply the principles, rules and criteria for performance in the activity.

All activities in this section should be filmed in a way which allows moderators to see the appropriate aspects of performance. For details see the relevant section on filmed evidence in the individual physical activities.

There are specific order of merit forms to record performance in the following activities:

- cross-country running
- cycling
- track and field athletics.

There is an additional form to record evidence in the following activity:

- weight training for fitness.

These can be found on the samples database at **www.cie.org.uk/samples**

Cross-country running

Assessment requirements

Girls should run a distance of **3000 metres**.

Boys should run a distance of **4000 metres**.

The course should be predominantly a grass course in open terrain with some inclines/undulations. It should not include any roads (unless they are being crossed) or artificial surfaces. Flat track running is not permitted.

The overall increase in height of the course distance should be a minimum of **15 metres** for girls and **20 metres** for boys, which can be split into any number of separate inclines, e.g. 3 × 5 metres for girls and 4 × 5 metres for boys. Multiple laps of, for example, 1000 metres would be acceptable.

Evidence

- Centres should submit the time for all the candidates, the course map and the total increase in height for each course. The course map should have a scale and indicate the number of laps run, the type of terrain, any significant inclines, and any water courses or obstacles that have to be negotiated.
- Filmed evidence for this activity must include candidates running up an incline and on open terrain.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Assessment

In cross-country running, the time achieved by the candidate is converted to a mark out of 25 using the cross-country performance table.

A teacher/adult must time the candidates.

Marks should be entered on the *Cross-Country Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Performance tables for cross-country running

All times should be rounded up or down to the nearest second. A teacher/adult must time the candidates.

GIRLS 3000 m mins:secs	Mark
11:15 or less	**25**
11:16–11:35	**24**
11:36–11:55	**23**
11:56–12:15	**22**
12:16–12:38	**21**
12:39–13:00	**20**
13:01–13:23	**19**
13:24–13:45	**18**
13:46–14:08	**17**
14:09–14:30	**16**
14:31–14:53	**15**
14:54–15.15	**14**
15:16–15.38	**13**
15:39–16:00	**12**
16:01–16:23	**11**
16:24–16:45	**10**
16:46–17:08	**9**
17:09–17:30	**8**
17:31–17:53	**7**
17:54–18:15	**6**
18:16–18:38	**5**
18:39–19:00	**4**
19:01–19:23	**3**
19:24–19:45	**2**
19:46–25:00	**1**

BOYS 4000 m mins:secs	Mark
13:15 or less	**25**
13:16–13:35	**24**
13:36–13:55	**23**
13:56–14:15	**22**
14:16–14:35	**21**
14:36–14:55	**20**
14:56–15:15	**19**
15:16–15:35	**18**
15:36–15:55	**17**
15:56–16:15	**16**
16:16–16:35	**15**
16:36–16:55	**14**
16:56–17:15	**13**
17:16–17:35	**12**
17:36–17:55	**11**
17:56–18:15	**10**
18:16–18:35	**9**
18:36–18:55	**8**
18:56–19:15	**7**
19:16–19:35	**6**
19:36–19:55	**5**
19:56–20:15	**4**
20:16–20:35	**3**
20:36–20:55	**2**
20:56–26:00	**1**

Cycling

Assessment requirements

- Candidates must cycle for **either** 10 miles **or** 15 kilometres.

Evidence

- A map with a scale that clearly indicates the distance and the course used by each candidate must be submitted by the Centre.
- Filmed evidence should include part of the assessment (preferably from a following vehicle).
- Close-up shots of the stopwatch should be submitted to confirm results for the sample candidates.
- A camera worn by the candidate is **not** acceptable as filmed evidence for cycling.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification. The use of official race identifiers is permitted.

Assessment

In cycling, the time achieved by the candidate for **either** 10 miles **or** 15 kilometres is converted to a mark out of 25 using the cycling performance tables.

A teacher/adult must time the candidates.

Marks should be entered on the *Cycling Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

There are safety advantages if the assessment takes place during an official event/competition. Official events ensure marshalling and a safe environment for candidates. Candidates trying to achieve good times might disregard traffic and road conditions if being assessed outside a marshalled event. Centres have the responsibility to ensure the safety of candidates.

Performance tables for cycling

All times should be rounded up or down to the nearest second. A teacher/adult must time the candidates.

GIRLS hours:mins:secs		
10 miles	**15 km**	**Mark**
27:30 or less	26:00 or less	**25**
27:31–28:40	26:01–27:00	**24**
28:41–29:50	27:01–28:00	**23**
29:51–31:00	28:01–29:00	**22**
31:01–32:10	29:01–30:00	**21**
32:11–33:20	30:01–31:15	**20**
33:21–34:30	31:16–32:20	**19**
34:31–35:25	32:21–33:10	**18**
35:26–36:20	33:11–34:00	**17**
36:21–37:15	34:01–34:50	**16**
37:16–38:20	34:51–35:50	**15**
38:21–39:25	35:51–36:55	**14**
39:26–40:35	36:56–38:00	**13**
40:36–41:45	38:01–39:10	**12**
41:46–43:10	39:11–40:25	**11**
43:11–44:35	40:26–41:50	**10**
44:36–46:10	41:51–43:15	**9**
46:11–47:45	43:16–44:45	**8**
47:46–49:20	44:46–46:15	**7**
49:21–51:15	46:16–48:00	**6**
51:16–53:15	48:01–49:55	**5**
53:16–55:15	49:56–51:45	**4**
55:16–57:15	51:46–53:40	**3**
57:16–59:25	53:41–55:40	**2**
59:26–1:09:00	55:41–1:04:00	**1**

BOYS mins:secs		
10 miles	**15 km**	**Mark**
24:00 or less	22:30 or less	**25**
24:01–25:00	22:31–23:30	**24**
25:01–26:00	23:31–24:30	**23**
26:01–27:00	24:31–25:30	**22**
27:01–28:00	25:31–26:15	**21**
28:01–29:00	26:16–27:10	**20**
29:01–30:00	27:11–28:00	**19**
30:01–30:50	28:01–28:50	**18**
30:51–31:40	28:51–29:40	**17**
31:41–32:30	29:41–30:30	**16**
32:31–33:20	30:31–31:15	**15**
33:21–34:20	31:16–32:10	**14**
34:21–35:20	32:11–33:05	**13**
35:21–36:20	33:06–34:00	**12**
36:21–37:30	34:01–35:10	**11**
37:31–38:50	35:11–36:20	**10**
38:51–40:10	36:21–37:40	**9**
40:11–41:30	37:41–39:00	**8**
41:31–42:50	39:01–40:20	**7**
42:51–44:35	40:21–42:00	**6**
44:36–46:20	42:01–44:00	**5**
46:21–48:05	44:01–46:00	**4**
48:06–49:50	46:01–48:00	**3**
49:51–51:40	48:01–50:00	**2**
51:41–60:00	50:01–57:00	**1**

Rowing and sculling

Assessment requirements

- Candidates must be assessed in single sculls or rowing pairs.

Assessment conditions

- Candidates should be assessed by demonstrating isolated components of the whole action and rowing skill. Candidates should also be assessed while rowing continuously over a single distance.

Evidence

- Candidates should be filmed so that the rowing action **and** the run of the whole boat through the water can be seen.
- Filming from a support boat can be very effective. Cameras mounted on the side of the boat will give evidence of the rowing action if mounted from the side but will not show balance and run of the boat.

Identification

Candidates can be identified verbally or by caption and by position (stroke or bow) at the start of the filmed evidence with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Assessed skills

Phases of rowing stroke: catch, draw, swing, finish, slide control (demonstrated through back stops, quarter and half slide, and square blade rowing; slide control demonstrated by slow rating)

Boat control: balance, timing (if in a pair), rating control (demonstrated through rowing single strokes to 'hands away' and changes in rating)

Race skills: starts, rating control and changes

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Rowing skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • very good technique in all phases of the stroke with a good swing and fast hands, blades catch the water square • boat sits balanced, blades off the water • slide control determines rating • starts show a variation from the main rowing stroke and are effective (blades do not wash out) • rating changes are appropriate and clearly demonstrated.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • good technique in all phases of the stroke with a good swing and fast hands, blades catch the water square; stroke can shorten at higher rating • boat sits balanced, blades off the water on most occasions • slide control determines rating • starts show a variation from the main rowing stroke and are sometimes effective (blades wash out at times) • rating changes are appropriate and clearly demonstrated.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • sound technique in all phases of the stroke but hands finish low and blades not always square on entry; stroke is correctly coordinated • boat balance is variable with blades frequently on the water • no slide control • starts show a variation from the main rowing stroke but are less effective and cause some boat imbalance.

Level	Marks	Performance description for all physical activities	Rowing skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • basic recognisable technique in all phases of the stroke but stroke is not fluent or coordinated • boat balance is variable with blades frequently on the water • no slide control.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Track and field athletics

Assessment requirements

- Candidates are assessed in two events chosen from two of the three different groups: track, jump and throw.
- Candidates must comply with rules and regulations for their chosen events.
- For the 100 m, 200 m and hurdles track events, candidates are assessed on the **total time** of their **two** best times for the event.

Hurdles heights

Distance	Height	Number of flights	Approach	Interval	Finish
Girls 80 metres	76.20 cm	8	12.00 m	8.00 m	12.00 m
Boys 100 metres	84.00 cm	10	13.00 m	8.50 m	10.50 m

Masses for throwing events

	Girls	Boys
Shot	3 kg	5 kg
Discus	1.0 kg	1.5 kg
Javelin	500 g	700 g

Evidence

- Filmed evidence should be submitted of candidates performing their events.
- Close-up shots of the tape measure or stopwatch should be submitted to confirm results for the sample candidates.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Assessment

The time or distance should be converted to a mark out of 25 for each event using the performance tables for track and field athletics.

The marks for the two chosen events are added together and divided by 2 to give the final mark out of 25. Only whole marks should be submitted. Any total mark ending in .5 should be rounded up to the nearest whole number.

Marks should be entered on the *Track and Field Athletics Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Timing and measuring

All times in the 100, 200, 300 metres and hurdles events should be rounded up or down to the nearest **one tenth** of a second. Times in all other track events should be rounded up or down to the nearest **whole second**. For both the 100 m, 200 m and hurdles track events, this applies to the total time of their two best times for the event.

A teacher/adult must time or measure the candidates.

Performance tables for track and field athletics: GIRLS

Track events (mins:secs)							Jump events (metres)			Throw events (metres)			
100 m (sum of best two times)	200 m (sum of best two times)	300 m	800 m	1500 m	3000 m	80 m hurdles (sum of best two times)	Long jump	Triple jump	High jump	Shot 3 kg	Discus 1.0 kg	Javelin 500 g	Mark
25.8	52	42	2:10	4:40	10:30	24.80	5.10	10.45	1.51	10.40	30.0	35.0	**25**
26.2	53	44	2:20	4:50	10:40	25.40	4.95	10.30	1.48	10.00	28.0	33.0	**24**
26.6	54	46	2:25	5:00	10:50	26.00	4.80	10.15	1.45	9.60	26.0	31.0	**23**
27.2	55	48	2:30	5:10	11:00	26.20	4.65	10.00	1.42	9.20	25.0	29.0	**22**
27.6	56	50	2:35	5:20	11:15	26.80	4.50	9.70	1.39	8.75	24.0	27.0	**21**
28.0	57	52	2:40	5:30	11:30	27.40	4.35	9.40	1.36	8.30	23.0	25.0	**20**
28.4	58	54	2:45	5:40	11:45	28.00	4.20	9.10	1.33	7.85	22.0	23.0	**19**
28.8	59	56	2:50	5:50	12:00	28.60	4.05	8.80	1.30	7.40	21.0	21.0	**18**
29.1	1:00	57	2:53	5:55	12:07	28.76	3.90	8.50	1.27	7.10	20.0	20.0	**17**
29.3	1:01	58	2:56	6:00	12:15	28.92	3.75	8.20	1.24	6.80	19.0	19.0	**16**
29.5	1:02	59	2:59	6:05	12:22	29.08	3.60	7.90	1.21	6.50	18.0	18.0	**15**
29.7	1:03	1:00	3:01	6:10	12:30	30.04	3.45	7.60	1.18	6.30	17.0	17.0	**14**
29.9	1:04	1:01	3:03	6:15	12:37	30.20	3.35	7.35	1.15	6.00	16.0	16.0	**13**
30.0	1:05	1:02	3:05	6:20	12:45	30.40	3.25	7.10	1.12	5.70	15.0	15.0	**12**
30.4	1:06	1:04	3:10	6:30	13:00	31.00	3.15	6.85	1.09	5.40	14.0	14.0	**11**
30.8	1:07	1:05	3:15	6:40	13:30	31.60	3.05	6.60	1.06	5.10	13.0	13.0	**10**
31.2	1:08	1:06	3:20	6:50	14:00	32.20	2.95	6.35	1.03	4.80	12.0	12.0	**9**
31.6	1:09	1:07	3:25	7:00	14:30	32.80	2.85	6.10	1.00	4.50	11.0	11.0	**8**
32.0	1:10	1:08	3:30	7:10	15:00	33.40	2.75	5.85	0.97	4.20	10.0	10.0	**7**
32.4	1:11	1:09	3:35	7:20	15:30	34.00	2.65	5.60	0.94	3.90	9.5	9.5	**6**
32.8	1:12	1:10	3:40	7:30	16:00	34.60	2.55	5.45	0.91	3.60	9.0	9.0	**5**
33.2	1:13	1:11	3:45	7:40	16:30	35.20	2.45	5.30	0.88	3.30	8.5	8.5	**4**
33.6	1:14	1:12	3:50	7:50	17:00	35.80	2.35	5.15	0.85	3.00	8.0	8.0	**3**
34.2	1:16	1:13	3:55	8:00	17:30	36.40	2.15	5.00	0.82	2.70	7.5	7.5	**2**
34.8	1:17	1:14	4:00	8:10	18:00	37.00	1.45	4.50	0.75	2.00	6.0	6.0	**1**

Performance tables for track and field athletics: BOYS

Track events (mins:secs)							Jump events (metres)			Throw events (metres)			
100 m (sum of best two times)	200 m (sum of best two times)	400 m	800 m	1500 m	3000 m	100 m hurdles (sum of best two times)	Long jump	Triple jump	High jump	Shot 5 kg	Discus 1.5 kg	Javelin 700 g	Mark
22.6	46	52.0	2:00	4:10	9:00	28.8	6.40	12.90	1.85	13.00	41.0	51.0	**25**
23.0	47	53.0	2:02	4:15	9:15	29.2	6.20	12.70	1.80	12.80	39.0	49.0	**24**
23.4	48	54.0	2:05	4:20	9:30	29.6	6.00	12.50	1.75	12.60	37.0	47.0	**23**
24.0	49	55.0	2:10	4:25	9:45	30.0	5.80	12.40	1.70	12.40	36.0	44.0	**22**
24.6	50	56.0	2:15	4:35	10:00	30.4	5.60	11.90	1.65	11.80	34.0	41.0	**21**
25.2	51	57.0	2:20	4:45	10:15	30.8	5.40	11.40	1.60	11.20	32.0	38.0	**20**
25.8	52	58.0	2:25	4:55	10:30	31.2	5.20	10.90	1.55	10.60	30.0	35.0	**19**
26.4	53	59.0	2:30	5:05	10:37	31.8	4.90	10.40	1.50	10.00	28.0	32.0	**18**
26.7	54	59.2	2:32	5:10	10:44	32.2	4.65	10.10	1.45	9.40	26.0	29.0	**17**
27.0	55	59.5	2:34	5:15	10:51	32.4	4.40	9.70	1.40	8.80	24.0	26.0	**16**
27.3	56	59.7	2:37	5:20	10:58	32.7	4.15	9.35	1.36	8.20	22.0	23.0	**15**
27.6	57	1:00	2:40	5:25	11:05	33.0	3.90	9.00	1.32	7.60	20.0	20.0	**14**
27.9	58	1:03	2:43	5:30	11:20	33.3	3.80	8.65	1.28	7.25	19.2	19.2	**13**
28.2	59	1:05	2:45	5:35	11:35	33.6	3.70	8.30	1.24	6.90	18.4	18.4	**12**
28.6	1:00	1:07	2:50	5:45	11:55	34.2	3.60	7.95	1.20	6.55	17.6	17.6	**11**
29.0	1:01	1:09	2:55	5:55	12:15	34.8	3.50	7.60	1.16	6.20	16.8	16.8	**10**
29.4	1:02	1:12	3:00	6:05	12:35	35.4	3.40	7.30	1.13	5.90	16.1	16.1	**9**
29.8	1:03	1:15	3:05	6:15	12:55	36.0	3.30	7.00	1.10	5.60	15.4	15.4	**8**
30.2	1:04	1:18	3:10	6:25	13:15	36.8	3.20	6.70	1.07	5.30	14.7	14.7	**7**
30.6	1:05	1:21	3:15	6:35	13:45	37.6	3.10	6.40	1.04	5.00	14.0	14.0	**6**
31.0	1:06	1:24	3:20	6:45	14:15	38.4	3.00	6.10	1.01	4.50	13.0	13.0	**5**
31.6	1:07	1:27	3:30	6:55	14:45	39.2	2.90	5.80	0.98	4.00	12.0	12.0	**4**
32.2	1:08	1:31	3:40	7:10	15:15	40.0	2.80	5.50	0.95	3.50	11.0	11.0	**3**
32.8	1:10	1:34	3:50	7:25	16:00	41.0	2.70	5.20	0.92	3.00	10.0	10.0	**2**
33.4	1:13	1:37	4:00	7:40	16:45	42.0	2.00	4.90	0.80	2.00	8.0	8.0	**1**

Weight training for fitness

Assessment requirements

- Candidates are assessed on their ability to design and implement a weight-training programme to improve their performance in a chosen activity.
- The activity is restricted to weight training and does not include other aspects of fitness.
- Weight training can use free weights and/or fixed weight machines (multi-gyms) or resistance machines, e.g. isokinetic, hydraulic resistance. Equipment used must be for weight training (this excludes gym equipment which is aimed at cardiovascular improvement or exercises using the body weight as the resistance).
- This activity is **not** weight lifting or power lifting and so skills such as 'clean', 'clean and jerk', and 'dead lift' are not assessed.

Assessment conditions

Candidates must set out a programme describing:

- the perceived improvements in the selected activity that will be realised by the training
- the type of muscular fitness the programme is designed to improve
- the candidate's body mass and/or 1 RM*
- the type of resistance that will be used
- an initial programme of weight, rep and set

Candidates will also.

- record the programme and changes to ensure progression as appropriate.
- verbally explain the purpose of each exercise and the programme as a whole.

*Teenage candidates are advised **not** to use maximal weights.

Evidence

- Candidates must be filmed participating so that the movement and the weight (resistance) can be seen.
- Captions or a verbal declaration of the weight should also be on the film.
- Candidates should be filmed giving a brief verbal explanation of the exercise.
- Candidates must submit a weight training log of their programme using the specific form available from **www.cie.org.uk/samples**

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the demand of the programme: the number of exercises and also the weight used (as a percentage of body weight or 1 RM). Weights must reflect the purpose and be appropriate. Weights that are too light or not calculated in line with the aims of the programme do not provide correct levels of demand. Each programme should be designed for the individual candidate.

Assessed skills

Weight training exercises which provide a general development of the whole body.

Exercises which develop legs, abdomen, shoulders and arms.

Specific exercises which target the declared goals.

Skills and techniques

Correct body position/movements
Full range of movement
Use of appropriate weights

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Safe practice is essential to participation. This includes warm-up, use of safety equipment, appropriate weights, 'spotters' and correct technique.

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Weight training for fitness skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy, consistency and knowledge in the programme and in performing the skills** Techniques demonstrated will include: • a very good ability to plan a suitable programme to meet identified needs including the application of training principles and knowledge • a very good ability to determine existing weight-training standard and detailed specific goals • very good theoretical knowledge of correct technique and the muscle being exercised • a very good ability to complete a range of appropriate exercises with correct technique; weight used will be appropriate to 1 RM and declared purpose of the programme • a very good ability to show progression and how the training programme is adapted to match the progression (verbally and in the log).
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy, consistency and knowledge in the programme and in performing the skills** Techniques demonstrated will include: • a good ability to plan a suitable programme to meet identified needs including the application of training principles and knowledge • a good ability to determine existing weight-training standard and some clearly stated goals • good theoretical knowledge of correct technique and the muscle being exercised • a good ability to complete a range of appropriate exercises; weight used will be appropriate to 1 RM and declared purpose of the programme • a good ability to show progression and how the training programme is adapted to match the progression (verbally and in the log).

Level	Marks	Performance description for all physical activities	Weight training for fitness skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique, accuracy, consistency and knowledge in the programme and in performing the skills** Techniques demonstrated will include: • a sound ability to plan a suitable programme to meet identified needs including the application of training principles and knowledge • a sound ability to determine existing weight-training standard and set some goals • demonstration of sound theoretical knowledge of correct technique, and the muscle being exercised • a sound ability to complete a limited range of appropriate exercises; weight used may be too light and may be too similar between some exercises; exercises are not completed with correct technique or full range of movement; body position is not correct for some exercises.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**basic technique and knowledge in the programme and in some skills,** Techniques demonstrated will include: • the programme is not planned and little theoretical knowledge is demonstrated • weight-training standard is determined by others (teacher/coach) • demonstration of little theoretical knowledge of correct technique, and the muscle being exercised • a limited ability to complete a limited range of appropriate exercises; weight used may be too light and may be too similar between some exercises; exercises are not completed with correct technique or full range of movement; body position is not correct for some exercises.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

6.5 Outdoor and adventurous activities

Activities in this section:

- canoeing
- hill walking **or** orienteering
- horse riding
- mountain biking
- rock climbing
- sailing
- skiing **or** snowboarding
- windsurfing.

Candidates **cannot** enter for both hill walking and orienteering and also may **not** enter for both skiing and snowboarding.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance.

Candidates should:

- perform in selected events showing appropriately advanced techniques and the safety procedures appropriate to the activity undertaken
- be aware of and respond to changing situations and environmental conditions
- understand and apply the appropriate health and safety rules and the rules and conventions in the activity.

Some activities in this syllabus have a higher level of risk. The Centre is responsible for the safety of candidates and must ensure that candidates have the knowledge, physical fitness and skill to undertake the chosen activity. Where applicable the routes and conditions under which the activity takes place should be considered carefully before the activities take place.

All activities in this section should be filmed in a way which allows moderators to see the appropriate aspects of performance. For details see the relevant section on filmed evidence in the individual activities.

There is an additional form to record evidence in the following activity:

- hill walking.

This can be found on the samples database at **www.cie.org.uk/samples**

Canoeing

Assessment requirements

- Canoeing is restricted to any type of canoe that can be fitted with a spray deck. Open canoes and canoes on which the paddler sits on top of the canoe are not accepted for assessment. Racing kayaks are also much less suitable as manoeuvring and off balance skills are more difficult to perform.

Assessment conditions

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may demonstrate skills in a swimming pool.
- Level 3 must demonstrate skills on open still water.
- Level 4 must show skills on moving water.
- Level 5 and above must show skills on moving water at Grade 2 or above except for rescues, which must be on open still water.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate. If you are unsure which condition is most appropriate, the more difficult conditions should be used for assessment.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written onto the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the water conditions and the difficulty of the skills demonstrated.

Assessed skills

In canoeing, the mark is determined by the performance of individual skills and linked skills that react to the water conditions.

Individual skills

Knowledge of activity including equipment and safety considerations
Launching/entering the canoe
Paddling forwards and backwards
Maintaining balance and directional stability
Stopping
Turning using sweep strokes, stern rudder, low brace and high brace, bow rudder
Draw strokes (sculling and T)
J stroke
Support strokes (sculling and slap)
Capsize
Rescue techniques: T, X and H
Moving water techniques, ferry glide and cutting in and out

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Canoeing is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have proven water proficiency in order to be safe and confident. Candidates must **not** attempt water conditions that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Canoeing skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • emergency stops from significant speed, stopping the canoe completely straight and quickly • effective sculling support strokes • effective continuous draw strokes; hand, head and body position showing advanced techniques • effective bow rudder • forward ferry glide • breaking in and out of moving water • following a course on moving water which shows linked skills • rescuing and being rescued using X and H rescues.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Candidates will demonstrate: • emergency stops from significant speed, stopping the canoe completely straight and quickly • sculling and T draw strokes keeping the canoe parallel, but the paddle may be occasionally reset • effective slap support strokes on both sides and effective sculling support on at least one side • effective use of a stern rudder on both sides • effective J stroke once canoe is moving • being rescued using a T rescue (other canoe in close proximity) • performing an X rescue as the rescuer with assistance.

Level	Marks	Performance description for all physical activities	Canoeing skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Candidates will demonstrate: • a deep water launch without assistance • paddling forwards and backwards with directional stability only needing occasional correction • effective sweep strokes (forwards and backwards) to turn the canoe • emergency stops in both directions from a reasonable speed and keeping the canoe reasonably straight • either a sculling or T draw but the paddle may need to be occasionally reset and the canoe may turn • support strokes on both sides and be effective on at least one side but canoe will only just reach tipping point • capsize drill (with fitted spray deck) which is controlled and candidate will surface in contact with paddle and canoe • paddling technique showing top hand push and body upright • performing a T rescue as the rescuer.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Candidates will demonstrate: • a beach launch (seal launch) but will require help with a jetty (deep water launch) • paddling forwards in a straight line with frequent use of push strokes to correct the canoe • paddling backwards but directional stability will be limited • stopping the canoe but not from significant speed and the canoe may swing to 90 degrees • 'raft up' with others • undeveloped paddling technique and body position; hands/arms will tend to pull (rather than top hand pushing) and body will not be as upright as expected • canoe not always balanced and blade placement will cause unsteadiness • safe exit from an overturned canoe but knees may be raised before they capsize and spray deck will be loose.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Hill walking

This activity must not be offered with orienteering.

Assessment requirements

- Hill walking is assessed under conditions that are different from other activities. Candidates complete the activity as a group but they **must** be assessed as **individuals**.
- All candidates must complete the expedition distance of 40 to 45 kilometres. Assessment is based on the completion of the required skills before and during the expedition.
- Candidates should spend two nights camping (the first night before the start and the second night during the expedition) and complete the expedition over two days.
- The expedition must take place in hilly (but not mountainous) country with routes along footpaths and open country. Roads must not be used (they may need to be crossed). The route should be divided (by naturally occurring points) into short legs.
- The expedition environment must require candidates to use navigational skills including map work, compass work and feature recognition. This means that sometimes a 'clear sight' of destinations should be hidden and decision-making at crossing points and best route selection dilemmas should be created by the route and environment.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may demonstrate skills in a classroom environment but must complete the expedition as part of a group.
- Level 3 must demonstrate navigational skills in open countryside.
- Level 4 and above must demonstrate skills in open countryside and complete an assessment in an 'unforeseen situation'.

Candidates must be assessed on their ability to demonstrate skills as individuals and as group leader in an environment which is unfamiliar. Training and practice cannot take place in the same area as the assessment.

Where possible, candidates should complete the expedition in groups of four. Where numbers do not allow equal groups then a group of five is permitted. Centres may need to use non-IGCSE students to facilitate expedition group size.

Groups should plan routes so that they are not following each other. Where this proves difficult, groups should be at least 30 minutes apart.

Candidates must carry all the equipment required (in a packed rucksack) so that they are self-sufficient as a group.

Evidence

- Evidence must be personal to each candidate (route maps will be common to each group but each candidate must plan the route).
- Evidence must include:
  - map (one map of the area is sufficient as long as each candidate has a photocopy of their route)
  - expedition log:
    personal copy of the route, individual candidate route sheet specifying legs as leader, (available from **www.cie.org.uk/samples**), a brief account of their training and expedition experience, packing and menu lists.
  - assessor notes on candidate performance and reasons for awarding individual marks.

Filmed evidence

- Filmed evidence should also include an interview with the sample candidates while on the expedition.
- Skills in an 'unforeseen situation' may need to be filmed as a group or can follow the individual interview method. In situations that require group responses, the group leader (person being assessed) should be identified.
- Filming should include evidence of packing a rucksack, correct clothing, navigation and map-reading skills and situation skills.

Identification

Candidates can be identified by distinguishing clothes or similar, with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification. Candidates should also be introduced verbally at the start of their interview.

Supervision and adult involvement

Contact with groups should be kept to the minimum safe level. Ideally contact should only be at predetermined assessment points. However, some environments present dangers, especially from wild animals, which require an adult to be with the group. Where this is necessary, the ideal situation is that the candidate group size remains as four, the adult takes a position at the rear, and the adult takes a role which does not prevent candidates from demonstrating their skills. The adult should allow the group to make mistakes (within safety considerations). The adult may or may not be the assessor. If they are assessing the candidates, they should assume this role only at predetermined assessment points.

Level of demand

This is set by the difficulty of the environment and the difficulty of the skills demonstrated.

Organisation

Selecting suitable routes takes considerable planning by Centres. Routes should be demanding but risk assessed. Groups should follow different routes. All the groups can share a common campsite each night. If routes cross, this gives opportunities for supervision and assessment. A series of minibus drop-offs might give flexibility.

Setting group tasks along the way (e.g. collecting an object, copying down the words on a notice, taking a bearing) can be a beneficial way to assist organisation. Different bearings from one point could be taken by different members of the group and recorded in their individual expedition logs.

Assessed skills

In hill walking, the mark is determined by the performance of individual skills and their application while completing an expedition.

<u>Individual skills</u>

Planning an expedition through unfamiliar rural environments
Preparing equipment and clothing
Using a map and compass to plan and navigate
Knowing grid/magnetic/true north, map orientation, grid references, feature and symbol recognition, bearings
Using environment features to navigate
Reacting appropriately to unforeseen situations

Unforeseen situations

Unforeseen situations must be used to assess the ability of candidates to deal with a situation which they do not expect. These are planned by the Centre and presented to candidates without their prior knowledge as situations on the expedition. These situations must be filmed and Centres must indicate who is the group leader (person being assessed). This identification can be in the notes or on the film.

The same situation can be presented to more than one candidate in the same group if candidates cannot overhear or confer. Alternatively, a different situation can be used with each candidate.

Centres can choose from any of the example situations below or devise their own situations.

Situation 1

Group is lost. Using recognisable features their position is triangulated (back bearing) and then a safe route to a safe point planned (suitable for Level 5 candidates only).

Situation 2

Group member has an injury which prevents further participation. Appropriate action required. (Note that no assessment is made of first aid action).

Situation 3

Low visibility requires walking on a bearing as a group.

Situation 4

Problem on the route ahead requires a detour to be planned.

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Hill walking is considered to be an activity which presents higher risks. This risk can vary depending on the level of supervision. However, the 'spirit' of the activity is to assess candidates' ability to be self-sufficient and this requires independent participation. Centres must ensure that candidates are correctly prepared.

This must include:

- use of appropriate clothing and equipment
- teaching and training of skills and awareness
- teaching of basic first aid (which is not assessed but is essential for participation)
- adequate fitness levels of all participants.

Teachers must be familiar with the area in which practice and assessed expeditions are to take place.

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Hill walking skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good application of knowledge and skills** Techniques demonstrated will include: • a very good ability to use a map: accurate grid references, symbol and feature recognition, reading gradients, planning routes (using map scale and applying Naismith's rule) • a very good ability to use a compass: take bearings, apply magnetic differences, triangulate, orientate map • a very good ability to keep to times of different legs • detailed planning of equipment and route • decisive, appropriate responses to the 'unforeseen situation' • detailed log which demonstrates planning and participation • rucksack packing (content and packing skill) and personal clothing are correct • a dominant role when leading the group.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good application of knowledge and skills** Techniques demonstrated will include: • good ability to use a map: accurate grid references, symbol and feature recognition, gradient differences are recognised but with less accuracy when planning a route • good ability to use a compass: take bearings, apply magnetic differences, orientate map • good ability to keep to most times on different legs • good responses to the 'unforeseen situation' • a good log which demonstrates planning and participation • rucksack packing (content correct but packing skill less skilful) and personal clothing are correct • a competent role when leading the group.

Level	Marks	Performance description for all physical activities	Hill walking skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound application of knowledge and skills** Techniques demonstrated will include: • ability to use a map: grid references can be calculated but with less accuracy, some symbol and feature recognition, contour lines are recognised but not applied to planning a route • ability to use a compass: knowing the difference between magnetic and grid north but unlikely to use when route planning; limited ability to take bearings, orientating map but with difficulty • time keeping over legs is inconsistent • a log which demonstrates limited planning and participation and only covers part of the activity • rucksack packing and personal clothing is adequate • ability to lead the group but needs support from other group members.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic application of knowledge and skills** Techniques demonstrated will include: • a limited ability to use a map: some symbol and feature recognition • a limited ability to use a compass: north, east, south, west are recognised; unable to link the compass and map in a meaningful way • a log which is limited and incomplete • rucksack packing and personal clothing requires direction from others.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Orienteering

This activity must not be offered with hill walking.

Assessment requirements

- Candidates must complete an unknown course as an individual.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate:

- Level 2 and below may need to demonstrate skills on a course described as Orange on the British Orienteering (BOF) classification.
- Level 3 must demonstrate skills on a course described as Light Green on the BOF classification.
- Level 4 and above must demonstrate skills on a course described as Green on the BOF classification.

Evidence

- Evidence must include:
  - an explanation of course difficulty
  - control cards
  - map of the course
  - total length of the course (in km) and the time.

Filmed evidence

- The filmed evidence is a short, filmed interview in the field. It should focus on at least two occasions and record the following skills:
  - using a compass to check bearing
  - orientation of map
  - identification of features
  - selecting 'attack points'
  - ability to calculate distance
  - ability to 'pace' to know distance.
- The filming of evidence should not assist candidates in locating control points.
- The time the interview takes should be subtracted from the candidate's total time.

Identification

Candidates can be identified by distinguishing clothes or similar, with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification. Candidates should also be introduced verbally at the start of their interview.

Level of demand

This is set by the difficulty of the course:

- difficulty of the terrain
- number of control points/length of the course
- accessibility/disguise of control points

- type and difficulty of obstacles, e.g. forest, river, terrain, gates, fences
- layout of control points and range of choice on routes between – a simple circular course with only single routes between control points is easier than a course where the route crosses, there is a choice of routes or an obstacle that needs circumventing.

Orienteering maps are at a scale of some detail (often 1:10000).

Target times

All courses should have a target time. It is not possible to give a guide to target times due to differences in course difficulty and length. However, a course should have target times which reflect the length of the course and difficulty of control point location. It would be expected that candidates awarded higher marks will have completed difficult courses with higher target times. Centres will need to judge whether less able candidates follow the same course as more able candidates and complete a difficult course less successfully and in a longer time, or complete an easier course. If you are unsure which condition is most appropriate, the more difficult conditions should be used for assessment.

Characteristics of courses

Green:

4–5 km long
Frequent crossing of routes
Control points not obvious and away from routes
Attack points away from distinct features therefore requiring either contour reading or pacing or both
Leg length and obstacles/terrain require route choice decisions
15–20 control points

Light Green:

3–4 km long
Course will cross occasionally
Control points away from routes
Some attack points away from distinct features therefore requiring either contour reading or pacing
Legs of different distances and some route choices required
10–12 control points

Orange:

2.5–3 km long
Circular course
Control points close to routes and near distinct features
Any attack points at distinct features
8–10 control points

Assessed skills

In orienteering, the mark is determined by the performance of individual skills and their application while completing an unknown course.

Skills and techniques

Measuring:

Transferring distances from a map scale to actual ground distance
Using pace counts to measure ground distance
Using running time to measure distance

Feature recognition:

Recognise features on the map and on the course features to aid navigation. To include paths, tracks, roads, streams, crossing points, ditches, fences, walls, buildings, open ground (and the condition, e.g. marsh, wooded areas, steep slopes (gradient)).

Map and compass:

Identify location, control points and features
Orientate map to north and direction of travel using compass and features both at the start and during the course
Calculate a bearing using both compass and features
Identify hand rails and attack points on the map and on the ground

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Orienteering skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills on an unfamiliar course at BOF grade Green** Techniques demonstrated will include: • very good judgement of distance • ability to use a range of features, map and compass to locate position of themselves, attack points and control points; ability to follow a route and make direction changes accurately and quickly • using the map and features to plan and locate concealed control points and to take rapid accurate bearings to orientate self and the map • course will be followed accurately and completed within a target time.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills on an unfamiliar course at BOF grade Green** Techniques demonstrated will include: • good judgement of distance • ability to use a range of features, map and compass to locate position of themselves, attack points and control points; ability to follow a route and make direction changes • using the map and features to plan and locate semi-concealed control points and to take rapid accurate bearings to orientate self and the map • course will be followed accurately and completed within a target time.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills on an unfamiliar course at BOF grade Light Green** Techniques demonstrated will include: • sound judgement of distance • ability to use a range of features, map and compass to locate position of themselves, attack points and control points; ability to follow a route and make simple direction changes • course will be followed accurately and completed within a target time.

Level	Marks	Performance description for all physical activities	Orienteering skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique on an unfamiliar course at BOF grade Orange** Techniques demonstrated will include: • basic judgement of distance • ability to use a range of features, map and compass to locate position of themselves, attack points and control points; ability to follow a route and make simple direction changes • course will be followed reasonably accurately and completed within a target time.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Horse riding

Assessment requirements

Candidates are assessed on horsemanship, control of the animal and jumping. Cross-country and dressage are not assessed.

Care of the animal does **not** form part of the assessment.

Assessment conditions

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may need to demonstrate skills in isolation without jumping.
- Level 3 may need to demonstrate skills in isolation. They should perform 6 simple jumps at a minimum height of 2 ft (61 cm).
- Level 4 and above must demonstrate advanced skills on a jump course of 8 to 10 jumps at a minimum height of 3 ft (90 cm).

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that the skill can be seen, including the horse, rider and jump as appropriate. Filming from behind and to the side (the back corner of the riding arena) gives the best view.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the skills and difficulty of the fences/jumping course.

Assessed skills

In horse riding, the mark is determined by the performance of individual skills and their application to a structured jumping situation.

Skills and techniques

Mounting and dismounting
Riding position when walking, trotting, cantering
Control through reins, legs, voice (aids)
Transitions – increase and decrease in pace
Basic school movements – circles, changes of direction, lines (Centre, quarter), looping figures (serpentines, figure of 8), awareness of diagonals (trot) and lead leg (canter)

Structured situation

Complete a jump course as specified in each level

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Horse riding is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely.

The horse should be of suitable size and temperament for the ability of the rider. Candidates must **not** attempt jump courses that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Horse riding skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in isolation and on a course** Techniques demonstrated will include: • very good balance and control of the horse • very good riding position, with technique maintained for all skills, even when linked together • canter and trot are performed with fluidity and body position is maintained at all times • control of the horse allows tight directional changes; serpentines in all three paces, which involve simple change of canter leads and tighter turns; the horse and rider work together and are well balanced • riding simple lateral movements confidently from and in walk (turn on the forehand, leg yielding and shoulder in) • jump course includes at least 1 double jump and 1 spread fence; ability to work and set the horse correctly on a course; preparation, execution and transition between jumps show fluency and control; a suitable pace is adopted between fences and a balanced position is used over the fence.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • good balance and control of the horse • good quality of riding position, with technique maintained for all skills, even when linked together • canter and trot are performed with fluidity and body position is maintained at all times; transfer between pace may not be smooth • control of the horse allows tight directional changes; serpentines when trotting, which involve tighter turns; the horse and rider work together and are well balanced • riding lateral movements from and in walk (turn on the forehand, leg yielding and shoulder in) • jump course includes at least 8 fences; ability to set the horse correctly on a course; preparation, execution and transition between jumps show some fluency and control; a suitable pace is adopted between fences and a reasonably balanced position is used over the fence.

Level	Marks	Performance description for all physical activities	Horse riding skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • sound balance and control of the horse • sound riding position, with technique maintained for all skills, when demonstrated in isolation • trot is performed well but canter does not show balance or control; transfer between pace may not be smooth • control of the horse allows directional changes; serpentines when trotting, which involve turns; the horse and rider work together and are balanced • riding simple lateral movements from and in walk (turn on the forehand, leg yielding and shoulder in) • jump course includes at least 6 fences; ability to set the horse correctly on a course; preparation, execution and transition between jumps shows some control; a suitable pace is adopted between fences and usually a balanced position is used over the fence.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in performing skills** Techniques demonstrated will include: • ability to mount and dismount smoothly without assistance • attempt at a sitting trot • riding position/technique is generally sound in walk but is unbalanced in trot; ability to ride and coordinate reins and legs allowing candidate to ride the horse forward but directional change is more difficult • ability to turn and attempt to circle horse but occasionally appearing to be a 'passenger' rather than in control • ability to work the horse correctly over a course but fences will be so low the horse can step over them; course will be circular and in one direction.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Mountain biking

Assessment requirements

- Candidates should be assessed on suitable riding trails.
- Trail classifications vary from country to country. UK trails use the following ratings: Green (easy), Blue (more difficult), Red (difficult), Black Diamond (very difficult), Orange (extremely difficult).
- Every effort should be taken to make use of trails which have an official classification.

Assessment conditions

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may need to demonstrate skills in isolation only or on a trail of Green standard.
- Level 3 may need to demonstrate skills in isolation only and on a trail of Blue standard.
- Level 4 and above must demonstrate skills in isolation and on a trail of Red standard.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Candidates should be filmed demonstrating isolated skills and completing one downhill trail, as appropriate to their level.
- Filming needs to take place from an angle that allows the candidate's skills to be seen. Evidence of the rating classification of the downhill trail should be included in the filming. Filming of the trail itself can be carried out using a head cam or a similar. Another rider can wear the head cam and follow the candidate to be filmed or filming can take place at strategic points to demonstrate the rider's ability.

Identification

Numbered bibs do not need to be worn but the candidate should wear a colour which is easily identifiable on film. If the candidate is wearing identification supplied in an official competition this is acceptable. Identifiers should be written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the rating difficulty of the trail and the difficulty of the demonstrated skills.

Characteristics of trails:

Red:

Any usable trail with pushing or portage unlikely to exceed 2% of total distance
A wide range of climbs and descents of a challenging nature
Widths from 1 m and any usable surface, includes single track and other technical sections, some sections have very narrow tracks
Loose surfaces, ruts, potholes and/or tree roots may be expected, limited rock negotiation, shallow drop offs and other obstacles
Maximum climb is less than 500 m

Blue:

Bridleways, byways and unsurfaced unclassified roads
Shallow/moderate climbs, short sections of steeper climbs which may have to be walked
Mostly stoned surfaces (less than 10% is earth based); single track with a width less than 2 m
Some loose surfaces, ruts, potholes and/or tree roots may be expected
Maximum climb is less than 100 m

Green:

Rail trails, towpaths, reservoir trails, estate or forestry tracks
Shallow climbs and descents
Compacted limestone or gravel; essentially smooth with a minimum content of loose surfaces; normal width is 2 to 3 m
Maximum climb is less than 50 m

Assessed skills

In mountain biking, the mark is determined by the performance of individual skills. It is also determined by the ability to perform one downhill trail.

Basic skills to be shown in isolation:

Body position when descending on different gradients and performing specific skills
Body position to ride rough ground
Cornering/changing direction
Riding uphill

Advanced skills

Bunny hops/bike lifts
Negotiating obstacles
Negotiating single steps or drop offs
Narrow track riding
Steep descents

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Mountain biking is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have appropriate ability and experience in order to be safe and confident. Candidates must **not** attempt trail classifications or skills that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Mountain biking skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in isolation and on a downhill trail** Techniques demonstrated will include: • very good control of the bike with balance; body position and weight distribution • ability to perform advanced skills on suitable terrain with good technique and control; body position is adjusted to cope with the different demands of varying terrain and obstacles; body weight shifts from back crank to front wheel as appropriate • downhill trail is at Red or above; riding on the trail is smooth showing balance and control; there is minimal loss of momentum.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in isolation and on a downhill trail** Techniques demonstrated will include: • good control of the bike with balance; body position and weight distribution • ability to perform some isolated advanced skills in suitable terrain with good technique and control; body position is adjusted to cope with the different demands of varying terrain and obstacles; body weight shifts from back crank to front wheel as appropriate • downhill trail is at Red or above; riding on the trail is smooth, showing balance and control; there is some loss of momentum and more difficult obstacles will be tackled with some caution and less success.

Level	Marks	Performance description for all physical activities	Mountain biking skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills in isolation and on a downhill trail** Techniques demonstrated will include: • sound control of the bike with balance on moderate terrain; body position • ability to perform some isolated skills with sound technique, with loss of control evident on the more difficult skills • body position is adjusted to cope with the different demands of varying terrain and obstacles but the position adopted is not always the most efficient; body weight shifts from back crank to front wheel, although this movement is often mistimed resulting in a loss of balance • downhill trail is at Blue; riding on the trail is smooth showing balance and control but there are some obvious losses of momentum • during the trail ride, the rider largely uses their breaks with efficiency; when necessary natural obstacles are negotiated although the candidate occasionally lacks balance and control.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some practice situations, with attempts to perform on a downhill trail** Techniques demonstrated will include: • some control of the bike with balance on moderate terrain; body position rarely changes to cope with terrain • only basic skills are demonstrated • downhill trail is at Green; riding on this trail shows some fluency, balance and control but there are some obvious losses of momentum.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Rock climbing

Assessment requirements

- Assessment can only take place in the natural outdoor environment. Assessment on indoor or artificial climbing walls is not acceptable.

Assessment conditions

Assessment should take place on single pitch graded climbs of at least 10 m. Centres should use the French Grading System (if Centres use an alternative grading system the comparability with the French Grading System must be explained).

Candidates should **not** act as a lead climber and should be top roped.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills on a lower ability climb and for less than the prescribed distance.
- Level 3 must demonstrate skills on a climb of a difficulty of 4 or above.
- Level 4 must demonstrate skills on a climb of a difficulty of 4b or above.
- Level 5 must demonstrate skills on a climb of a difficulty of 5 or above.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Candidates should be filmed performing skills as they climb the rock face. It is important that both the skills of the candidate and the difficulty of the climb can be seen.
- The skill elements can be filmed at a low height where the demand of the skill is determined by the difficulty of the rock face and not the element of risk that is associated with height or exposure.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the climb and the difficulty of the demonstrated skills.

Assessed skills

In rock climbing, the mark is determined by the performance of individual skills and their application on a climb.

Skills and techniques

Moving with agility and balance
Weight transfer and control
Maintaining correct contact with rock and body position to maximise control/grip/balance
Traversing
Jamming
Bridge laying

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Rock climbing is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have appropriate ability and experience in order to be safe and confident. Candidates must **not** attempt rock conditions or climbs that are beyond their ability.

Candidates must only climb in safe conditions where they are top roped (from above or by belaying from below with rope running through a top fixed point).

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Rock climbing skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • very good preparation • climbing smoothly without hesitancy (hold choice decisions accepted); very good balance and control maintained throughout • body position is away from the rock face • good contact with the rock is maintained except where stretching requires less than three points of contact • whole range of climbing skills applied correctly and effectively.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • good preparation • climbing smoothly without hesitancy (hold choice decisions accepted); balance and control maintained in most situations • body position is away from the rock face • good contact with the rock is maintained except where stretching requires less than three points of contact • whole range of climbing skills applied correctly and reasonably effectively.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • preparation requires some assistance from others • climbing will be hesitant with several attempts to overcome some situations • body position not always correct • three-point climbing will be evident but may not always show control or good weight transfer • traversing will be performed with control and balance; other skills may not be evident.

Level	Marks	Performance description for all physical activities	Rock climbing skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • preparation requires assistance from others • climbing will be hesitant with several attempts to overcome some situations and may rely on rope for support • body position often not correct • three-point climbing will be evident but may not always show control or good weight transfer • traversing may be performed; other skills will not be evident.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Sailing

Assessment requirements

- Candidates are assessed on their ability to helm a sailing dinghy. This may be as an individual sailor (in a single-sail boat) or with one crew (in a two-sail mainsail and jib boat).

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to be assessed in very light wind conditions; they may be assessed as crew only at 5 knots.
- Level 3 may need to be assessed in wind conditions of at least 5 knots.
- Level 4 and above need to be assessed in wind conditions of at least 10 knots.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the mark. This will result in different evidence for different levels of candidate.
- Evidence of rigging and launching the boat should be kept to a minimum. Good filmed evidence provides this footage at a much faster speed than normal play.
- Candidates should be filmed showing isolated skills and sailing a course where the three points of sail are demonstrated.
- A support vessel is the best place from which to film, because the camera is close enough to film in sufficient detail.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the wind and water conditions.

Assessed skills

In sailing, the mark is determined by the performance of individual skills and their application when sailing a course.

Skills and techniques

Rigging and launching a boat
Points of sail: close haul (into the wind); reaching (wind on the beam); running (wind on the stern)
Changing direction (tacking and gybing)
Capsize deliberately and re-right boat and enter from the water

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Sailing is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have proven water proficiency in order to be safe and confident. Candidates must **not** attempt water/wind conditions that are beyond their ability.

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Sailing skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • boat will be rigged and launched efficiently • sailing on all three points will show a very good standard of sail set, Centre board, balance and trim • changing direction will be completed smoothly with expertise, close to marker buoys and course made good immediately; tacking and gybing will be performed • capsize drill completed quickly and efficiently.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • boat will be rigged and launched efficiently • sailing on all points will show a good standard of sail set, Centre board, although balance and trim may be less effective and only achieved after a pause when completing a direction change • changing direction will be completed with competence; movement in the boat may be less smooth; turns will be close to marker buoys and course made good after some adjustments; only tacking will be demonstrated • capsize drill completed efficiently.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • boat will be rigged and launched but some assistance will be needed • sailing on all points will show sail set being correct; close-haul sailing will demonstrate errors and frequent direction changes to compensate for luffing; Centre board use, balance and trim will only be correct on occasions • changing direction (tacking only) but will not always be smooth; course will only be made good after several adjustments; course changes will not be close to marker buoys • capsize drill completed but assistance may be required.

Level	Marks	Performance description for all physical activities	Sailing skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • boat will be rigged and launched by others • sailing in one direction will demonstrate correct sail set; close-haul sailing will contain frequent errors • as a crew they will set the jib correctly, move in the boat correctly and help to balance and trim the boat • changing direction (tacking only) but will not be smooth; course will only sometimes be made good after several adjustments; course changes will not be close to marker buoys • capsize drill completed but only with assistance.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Skiing

This activity must not be offered with snowboarding.

Assessment requirements

- The assessment criteria for skiing incorporate the slope/piste difficulty ratings used in Europe. These classifications should be used by all candidates even if the classification is different in the home country.
- Assessment must take place on outdoor natural pistes and **not** snow domes or artificial surfaces.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation or on a Green piste.
- Level 3 may need to demonstrate skills on a Blue piste.
- Level 4 and above must demonstrate skills on a Red piste.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Candidates should be filmed demonstrating isolated skills and continuous linked skills on downhill runs.
- It is important that the candidate and the difficulty of the piste can be seen. Filming from the bottom of the slope with a zoom lens may provide the best view. Centres may use a head cam or similar worn by another skier behind the candidate being filmed.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the slope and the difficulty of the demonstrated skills.

Assessed skills

In skiing, the mark is determined by the performance of individual skills. It can also be determined by the ability of candidates to ski on unprepared pistes.

Skills and techniques

Body position and use of poles
Basic turns
Linking turns
Weighting and unweighting skis
Use of edges
Stem turns, traversing and side slipping
Skidding to halt

Advanced skills

Linking turns at speed
Use of carved turns
Skiing on more difficult terrain (unprepared pistes/moguls)

Marks should be entered on the *Generic Order of Merit Form*, which is available from www.cie.org.uk/samples

Safety

Skiing is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have appropriate ability and experience in order to be safe and confident. Candidates must **not** attempt skiing conditions or piste difficulties that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Skiing skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • effective body position between and during turns on both sides with weight distributed appropriately and correct use of edges • ability to link carved turns at speed on a Red piste with maintenance of balance and control; body position is correct • ability to ski with balance and correct body position on an unprepared piste • ability to stop safely and quickly from full speed when required.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills.** Techniques demonstrated will include: • effective body position between turns and on some turns with weight distributed appropriately • ability to link turns at speed on a Red piste with maintenance of balance and control; examples of parallel (skidded) turns and some examples of carved turns • traversing will demonstrate good body and ski position • body position will be correct and face the downhill on most occasions; poles will be held correctly; on more difficult terrain body position and fluency will deteriorate • skis will be weighted and unweighted correctly on turns and edges transferred quickly • ability to stop safely from speed when required.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • body position will be sat back and body will always face direction of travel; poles will be held correctly • ability to link turns on a Blue piste with balance and control; turns will be stem and inside ski may be lifted; transfer of weight and change of edge will be evident • ski position on traverses will be correct • side slipping will show good edge control • ability to stop by skidding skis across direction of travel.

Level	Marks	Performance description for all physical activities	Skiing skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in some situations** Techniques demonstrated will include: • body position will be sat back and body will always face direction of travel; poles will be held incorrectly • ability to perform basic snowplough turns on a Green piste in isolation with balance and control; turns can be linked together with skis brought to parallel on the traverse • ability to step sideways up a slope • ability while retaining skis to get to feet from prone • ability to stop safely using snow plough facing downhill and using snow plough to turn across the slope to a stop.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Snowboarding

This activity must not be offered with skiing.

Assessment requirements

- The assessment criteria for snowboarding incorporate the slope/piste difficulty ratings used in Europe. These classifications should be used by all candidates even if the classification is different in the home country.
- Assessment must take place on outdoor natural pistes and **not** snow domes or artificial surfaces.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to demonstrate skills in isolation or on a Green piste.
- Level 3 may need to demonstrate skills on a Blue piste.
- Level 4 and above must demonstrate skills on a Red piste.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Candidates should be filmed demonstrating isolated skills and continuous linked skills on downhill runs.
- It is important that the candidate and the difficulty of the piste can be seen. Filming from the bottom of the slope with a zoom lens may provide the best view. Centres may use a head cam or similar worn by another snowboarder behind the candidate being filmed.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the slope and difficulty of the demonstrated skills.

Assessed skills

In snowboarding, the mark is determined by the performance of individual skills. It can also be determined by the ability of candidates to snowboard on unprepared pistes and in snow parks.

<u>Skills and techniques</u>

Falling leaf technique: feathering on heel edge to move across and down slopes
Stopping on toe and heel edge
Basic regular 'S' turns: on heel edge and toe edge
Linking turns (fakie, switch or carved)

<u>Advanced skills</u>

Linking turns at speed
Snowboarding on terrain of increasing difficulty
'Trick' skills to include railing and jumping off kickers

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Snowboarding is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have appropriate ability and experience in order to be safe and confident. Candidates must **not** attempt snowboarding conditions or piste difficulties that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Snowboarding skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • ability to link 'S' turns at speed on a Red piste with maintenance of balance and control; turns will be very short • effective body position between and during turns on both sides with weight distributed appropriately • ability to snowboard with balance and correct body position on an unprepared piste • ability to demonstrate simple tricks in a snow park to include jumps, half turns and railing • ability to stop safely and quickly from full speed when required on the toe or heel edge as appropriate.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • ability to link 'S' turns at speed on a Red piste with maintenance of balance and control; some evidence of carved turns • effective body position between turns and on some turns with weight distributed appropriately • ability to demonstrate simple jumps in a snow park • ability to stop safely from speed when required on the toe or heel edge with control and balance.

Level	Marks	Performance description for all physical activities	Snowboarding skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • ability to link 'S' turns on a Blue piste with maintenance of balance and control • effective body position between turns with weight distributed appropriately • ability to use falling leaf as a mechanism to control speed and maintain control • ability to stop effectively when required on the toe or heel edge as appropriate.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • ability to perform basic turns in isolation on a Green piste with balance and control; some turns can be linked together but without balance and control • changing direction is usually staying on the heel edge and switching • effective body position on a Green piste with wide turns possible • ability to use falling leaf as a mechanism to control speed and maintain control • ability to stop safely; stopping on heel edge may be markedly better than the toe edge.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Windsurfing

Assessment requirements

- Candidates should be assessed on boards that will enable uphaul to be completed.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 2 and below may need to be assessed in very light wind conditions and with a 'training sail'.
- Level 3 may need to be assessed in wind conditions of at least 5 knots and a 'training sail' may be required.
- Level 4 and above need to be assessed in wind conditions of at least 10 knots and sail a course to show different points of sail.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- Evidence of rigging the board should be kept to a minimum. Good filmed evidence provides this footage at a much faster speed than normal play.
- Candidates should be filmed performing isolated skills and sailing a course where the three points of sail are demonstrated.
- A support vessel is the best place from which to film, because the camera is close enough to film in sufficient detail.

Identification

Candidates must be identified using numbered or lettered bibs (front and back) with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the difficulty of the wind and water conditions.

Assessed skills

In windsurfing, the mark is determined by the performance of individual skills in appropriate wind/water conditions and their application when sailing a course.

Skills and techniques

Rigging a board
Starts: uphaul and beach/jetty
Sailing on different points to emphasise sail set, dagger board use, balance and trim
Close haul (into the wind); reaching (wind on the beam); running (wind on the stern)

Changing direction

Tacking, moving around the front of the mast
Gybing, sail moves around front of mast

Performance of skills

Balance: personal balance on the board and balance of the board in the water
Body position
Smooth sail changes
Accuracy of direction stability, rounding marker buoys, course changes made good

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Safety

Windsurfing is considered to be an activity which presents higher risks. Supervising staff must have the necessary expertise to ensure that this activity is carried out safely. Candidates must have proven water proficiency in order to be safe and confident. Candidates must **not** attempt water conditions that are beyond their ability.

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Windsurfing skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • board will be rigged quickly and efficiently • uphaul starts will be efficient and balanced and board will move forward quickly; beach/jetty starts will also be successful • sailing on different points of the wind will demonstrate clear differences in sail position; balance when running will be very good and dagger board will be adjusted • some evidence of planning • tacking will be effective, tight to marker buoys with good board balance and movement and course will be made good immediately; gybes will be controlled and balanced and board speed quickly established • very good body position will be maintained and movement on the board will be smooth and rapid.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills** Techniques demonstrated will include: • board will be rigged quickly • uphaul starts will be efficient, balanced and board will move forward quickly; beach/jetty starts will be attempted but with less success • sailing on different points of the wind will demonstrate clear differences in sail position; balance when running will be good • tacking will be effective, close to marker buoys with reasonable board balance and movement and course will be made good rapidly • good body position will be maintained and movement on the board will be smooth.

Level	Marks	Performance description for all physical activities	Windsurfing skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a basic level of technique and accuracy in performing skills** Techniques demonstrated will include: • board will be rigged correctly • uphaul starts are smooth but filling the sail causes some imbalance and falling off • sailing will mainly be on reaches, close-haul sailing will be much less effective; running will show board and body imbalance • tacking will be effective but not fluent, imbalance will be seen, board will almost stop and not use marker buoys • good body position not always maintained.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in performing some skills** Techniques demonstrated will include: • assistance needed to rig the board • uphaul starts are completed but with imbalance and frequent falling off • tacking is rarely successful; directional stability is very variable • body position is not correct.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

6.6 Swimming activities

Activities in this section:

- competitive swimming
- life saving **or** personal survival
- water polo.

Candidates **cannot** enter for both life saving and personal survival.

All activities in this section should be filmed in a way which will allow moderators to see the appropriate aspects of performance. For details see the relevant section on filmed evidence in the individual activities.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance.

Candidates should:

- perform in selected events showing appropriately advanced techniques
- understand and apply the appropriate health and safety rules, and the rules and conventions in the activity.

There is a specific form to record performance in the following activity:

- competitive swimming.

This can be found on the samples database at **www.cie.org.uk/samples**

Competitive swimming

Assessment requirements

- Candidates are required to swim **two** strokes over 50 metres from a choice of front crawl (FC), back crawl (BC) and breaststroke (Br).
- Clear knowledge of specific stroke rules should be demonstrated.

Assessment conditions

The use of swimming goggles is permitted.

Evidence

- Filmed evidence should include the whole swim.
- Close-up shots of the stopwatch should be submitted to confirm results for the sample candidates.

Identification

Candidates must be identified either by lane or by a numbered swimming (water polo) hat with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the times described in the performance table for competitive swimming and by the difficulty of the technique.

Assessed skills

In swimming, the mark is predominantly determined by the time achieved for the swim. Marks for technique consider stroke technique, entry and turns.

Marks should be entered on the *Competitive Swimming Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Assessment

For each stroke, candidates should be given a performance table mark out of 40 based on a time assessment and a technique assessment mark out of 10 using the marking criteria. This will give a mark out of 50 for each stroke and a total mark out of 100 for both strokes. The total mark should be divided by 4 to give a final mark out of 25 for the activity.

Stroke technique should be assessed by the component parts (body position, leg action, arm action and breathing) and the whole stroke, entry (dive) and turns for execution and compliance with rules.

Performance tables for competitive swimming

GIRLS 50 metres (seconds)			
Front crawl	Breast stroke	Back crawl	Mark for stroke
33.0	42.0	38.0	**40**
33.5	42.5	38.5	**39**
34.0	43.0	39.0	**38**
34.5	43.5	39.5	**37**
35.0	44.0	40.0	**36**
35.5	44.5	40.5	**35**
36.0	45.0	41.0	**34**
36.5	45.5	41.5	**33**
37.0	46.0	42.0	**32**
37.5	46.5	42.5	**31**
38.0	47.0	43.0	**30**
38.5	47.5	43.5	**29**
39.0	48.0	44.0	**28**
39.5	48.5	44.5	**27**
40.0	49.0	45.0	**26**
40.5	49.5	45.5	**25**
41.0	50.0	46.0	**24**
41.5	50.5	46.5	**23**
42.0	51.0	47.0	**22**
42.5	51.5	47.5	**21**
43.0	52.0	48.0	**20**
43.5	52.5	48.5	**19**

BOYS 50 metres (seconds)			
Front crawl	Breast stroke	Back crawl	Mark for stroke
30.0	38.0	34.0	**40**
30.5	38.5	34.5	**39**
31.0	39.0	35.0	**38**
31.5	39.5	35.5	**37**
32.0	40.0	36.0	**36**
32.5	40.5	36.5	**35**
33.0	41.0	37.0	**34**
33.5	41.5	37.5	**33**
34.0	42.0	38.0	**32**
34.5	42.5	38.5	**31**
35.0	43.0	39.0	**30**
35.5	43.5	39.5	**29**
36.0	44.0	40.0	**28**
36.5	44.5	40.5	**27**
37.0	45.0	41.0	**26**
37.5	45.5	41.5	**25**
38.0	46.0	42.0	**24**
38.5	46.5	42.5	**23**
39.0	47.0	43.0	**22**
39.5	47.5	43.5	**21**
40.0	48.0	44.0	**20**
40.5	48.5	44.5	**19**

GIRLS 50 metres (seconds)			
Front crawl	Breast stroke	Back crawl	Mark for stroke
44.0	53.0	49.0	**18**
44.5	53.5	49.5	**17**
45.0	54.0	50.0	**16**
45.5	54.5	50.5	**15**
46.0	55.0	51.0	**14**
46.5	55.5	51.5	**13**
47.0	56.0	52.0	**12**
47.5	56.5	52.5	**11**
48.0	57.0	53.0	**10**
48.5	57.5	53.5	**9**
49.0	58.0	54.0	**8**
49.5	58.5	54.5	**7**
50.0	59.0	55.0	**6**
50.5	59.5	55.5	**5**
51.0	60.0	56.0	**4**
51.5	60.5	56.5	**3**
52.0	61.0	57.0	**2**
52.5	61.5	57.5	**1**

BOYS 50 metres (seconds)			
Front crawl	Breast stroke	Back crawl	Mark for stroke
41.0	49.0	45.0	**18**
41.5	49.5	45.5	**17**
42.0	50.0	46.0	**16**
42.5	50.5	46.5	**15**
43.0	51.0	47.0	**14**
43.5	51.5	47.5	**13**
44.0	52.0	48.0	**12**
44.5	52.5	48.5	**11**
45.0	53.0	49.0	**10**
45.5	53.5	49.5	**9**
46.0	54.0	50.0	**8**
46.5	54.5	50.5	**7**
47.0	55.0	51.0	**6**
47.5	55.5	51.5	**5**
48.0	56.0	52.0	**4**
48.5	56.5	52.5	**3**
49.0	57.0	53.0	**2**
49.5	57.5	53.5	**1**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Competitive swimming skills
Level 6	10	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	8–9	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique and consistency** Techniques demonstrated will include: • accurate, correct stroke technique performed to a high standard • dives maximising forward speed and complying with rules • turns minimising loss of speed, executed smoothly and with flow.
Level 4	6–7	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique and consistency** Techniques demonstrated will include: • accurate, correct stroke technique, performed to a good standard • dives maximising forward speed and complying with rules • turns minimising loss of speed, executed correctly, but slightly disjointed and without full flow.
Level 3	4–5	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique, but it is not always consistent** Techniques demonstrated will include: • recognisable stroke technique but at least one aspect executed incorrectly • reasonably effective dives leading directly into the stroke, but may be too deep • turns limited to touch, turn and push off • evidence of tiring/loss of technique towards the end of the swim.

Level	Marks	Performance description for all physical activities	Competitive swimming skills
Level 2	2–3	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique, but it is not maintained** Techniques demonstrated will include: • most components of stroke technique performed incorrectly • starting in the water or very deep or very flat dives. A stop and pause before stroke is started • turns limited to touch, stop, turn and push off • evidence of tiring/loss of technique during the swim.
Level 1	1	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Life saving

This activity must not be offered with personal survival.

Assessment conditions

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 3 and below may demonstrate isolated skills.
- Level 4 and above must demonstrate skills which combine together to form a complete rescue.

A manikin can be used to replace a casualty. Level 4 should use a filled manikin. For Level 3 and below, the manikin can be half-filled. When rescuing and towing, the 'casualty' should be a similar size and weight to the candidate.

The use of swimming goggles is permitted.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.

Identification

Candidates must be identified by a numbered swimming (water polo) hat with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the task requirements and the times described below.

Assessed skills

In life saving, the mark is determined by the performance of individual skills which also include times achieved.

Resuscitation skills

Assessment of casualty to check for breathing, circulation shock
Emergency resuscitation procedures
After care
Use of other first-aiders / people to assist

Land-based rescue skills

Reaching with a pole or similar
Rope rescue over 10 m to include coiling, throwing, rescue and securing the casualty
Landing the casualty
Casualty care

Water rescue skills

Approach skills
Non-contact tow using a float, clothing or rescue buoy
Contact tows using the following methods:

- chin tow (for more able candidates, this will be assessed in a timed situation)
- cross chest tow
- deep water rescue
- landing the casualty

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Life saving skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique and consistency in performing skills in isolation and in a complete rescue** Techniques demonstrated will include: • resuscitation with good verbal analysis and all expected checks completed accurately • effective combined resuscitation and CPR • effective care of casualty in all situations • accurate reach and throw rescues executed to a high standard • 50 m swim and 25 m chin tow rescue completed in less than 2 minutes 30 seconds • 50 m cross chest tow • rescue of manikin (or similar) from a depth of 1.5 m, exchange for casualty, 50 m tow, land, administer EAR.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique and consistency in performing skills in isolation and in a complete rescue** Techniques demonstrated will include: • resuscitation with good verbal analysis and all expected checks • effective resuscitation and some CPR • effective care of casualty • accurate reach and throw rescues executed to a good standard • 50 m swim and 25 m chin tow rescue completed in less than 3 minutes • 50 m cross chest tow • rescue of manikin (or similar) from a depth of 1.5 m, exchange for casualty, 50 m tow, land, administer EAR.

Level	Marks	Performance description for all physical activities	Life saving skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and consistency in performing skills in isolation** Techniques demonstrated will include: • resuscitation with verbal analysis and some checks • resuscitation with correct technique but not always fully effective • effective care of casualty • reach and throw rescues executed to a reasonable standard but rope may not uncoil smoothly, the rescuer's position may not be correct and more than one attempt may be needed • 50 m swim and chin tow rescue completed in less than 3 minutes 30 seconds • rescue of manikin (or similar) from a depth of 1.5 m, exchange for casualty, 20 m tow, land with assistance.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • resuscitation showing basic knowledge but ineffective • minimal care of casualty • reach and throw rescues attempted but incorrectly executed and with a low level of success, rescuer's position may not be correct and more than one attempt may be needed; 50 m swim and non-contact tow rescue.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Personal survival

This activity must not be offered with life saving.

Assessment conditions

The assessment should be carried out as a continuous sequence of tasks without periods of rest.

- Candidates assessed in Level 2 and below should only wear trousers over the swimming costume.
- Candidates assessed in Level 3 should wear a T-shirt and trousers over the swimming costume.
- Candidates assessed in Level 4 and above should wear a T-shirt, trousers, trainers and a sweatshirt over the swimming costume.

The use of swimming goggles is permitted.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- The filmed evidence must include the specified tasks (entry, removal of clothes, float making). Evidence of treading water and distance swimming should be filmed at the start and at the end of the timed period. Close-up shots of the stopwatch should be submitted to confirm results for the sample candidates. Therefore treading water and distance swimming may only be filmed for a minute.

Identification

Candidates must be identified either by lane or by a numbered swimming (water polo) hat with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the task requirements and times described below.

Assessed skills

In personal survival, the mark is determined by the performance of individual tasks, which also include times achieved.

Candidates should complete the tasks in the following order:

1 Straddle entry wearing clothes (see assessment conditions)

2 50 m or 100 m swim wearing clothes

3 Remove clothes

4 Make a float from clothing and show the HELP position

5 Tread water (where an arm is required to be out of the water the forearm should be on top of the head)

6 Complete the distance swim with surface dives (as required)

7 Exit

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Personal survival skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique and consistency in performing skills** Techniques demonstrated will include: • head above water in straddle entry • 100 m swim wearing clothes completed in less than 2 minutes • efficient clothing removal and effective float-making • treading water for 5 minutes with one arm out of the water for 2 minutes continuously; treading water has a smooth action with no bobbing • 800 m swim in less than the required time (boys: 17 minutes; girls: 19 minutes) • five surface dives, each with a 5 m underwater swim; surface dives show clean submersion and underwater swim is fully submerged.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique and consistency in performing skills** Techniques demonstrated will include: • head above water in straddle entry • 100 m swim wearing clothes completed in less than 2 minutes 30 seconds • efficient clothing removal and effective float-making • treading water for 5 minutes with one arm out of the water for 1 minute continuously; treading water has a smooth action with little bobbing • 800 m swim in less than the required time (boys: 20 minutes; girls: 22 minutes) • five surface dives, each with a 5 m underwater swim; surface dives show clean submersion and underwater swim is fully submerged.

Level	Marks	Performance description for all physical activities	Personal survival skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and consistency in performing skills** Techniques demonstrated will include: • straddle entry but head goes underwater • 100 m swim wearing clothes completed • clothing removal completed but possible difficulty with some items; float-making attempted but float is not effective • treading water for 3 minutes • 600 m swim in less than the required time (boys: 16 minutes; girls: 18 minutes) • two surface dives, each with a 5 m underwater swim; feet may kick on the surface during dives and underwater swim.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • straddle entry but head goes underwater • 50 m swim wearing clothes is completed • clothing removal completed but possible difficulty with some items; float-making cannot be demonstrated • treading water for 2 minutes • 400 m swim.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Water polo

Assessment conditions

Candidates should play and practise against players of a similar ability.

The range of skills that need to be assessed will depend on the ability of the candidate.

- Level 3 and below may need to demonstrate skills in isolation or simple conditioned games only.
- Level 4 and above must show skills within a conditioned game/game situation.

The use of swimming goggles is permitted.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.
- It is important that both the skill and the outcome, e.g. the skill of a throw/shot and the accuracy of the result can be seen.

Identification

Candidates must be identified by numbered water polo hats with identifiers written on the order of merit form. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opposition.

Assessed skills

In water polo, the mark is determined by the performance of individual skills and their application in game situations.

Skills and techniques

Water skills: treading water (eggbeater), head up front and back crawl, changing direction/getting free
Ball skills: catching, throwing (dry and wet passes), shooting, dribbling

Game skills

Attacking play: getting free
Defending play
Marking
Intercepting

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Water polo skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • good water ability skills; eggbeater kick is strong and lifts body significantly out of the water; head up front crawl is quick through the water; direction change is executed rapidly enabling a marker to be 'lost' • ball dribbling with speed • dry passes thrown accurately (to a target or player) over a distance of 15 m from ball in water in front with one arm action • passes received (caught) without ball touching the water • powerful shooting generated from a strong leg kick to give height and power • tight marking • dynamic game play, being effective under pressure and contributing to team performance.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in a practice and in a game** Techniques demonstrated will include: • good water ability skills; eggbeater kick is good and supports body when ball skills are performed; head up front crawl is quick through the water • effective ball dribbling • dry passes thrown accurately (to a target or player) over a distance of 10 m from ball in water in front with one arm action • passes sometimes received (caught) without ball touching the water • effective shooting when sufficient time is available and in practice • marking which is usually effective • dynamic game play, contributing to team performance.

Level	Marks	Performance description for all physical activities	Water polo skills
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • good water ability skills; eggbeater kick is evident although breast stroke leg may be more effective; head up front crawl is quick through the water • dry passes thrown with reasonable accuracy (to a target or player) over a distance of 10 m once ball is in the hand • passes sometimes received (caught) without ball touching the water • effective shooting in practice • marking which is sometimes effective • game play contributing to team performance.
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique** Techniques demonstrated will include: • limited water ability skills; eggbeater kick is not used; breast stroke leg supports body but only when arms are submerged; head up front crawl is used but with only partial success • dry passes thrown over a distance of 5 m once ball is in the hand • passes sometimes received (caught) without ball touching the water • shooting not demonstrated • marking which is rarely effective • game play rarely contributing to team performance.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

6.7 Combat activities

Activities in this section:

- judo **or** taekwondo.

Candidates **cannot** enter for both judo and taekwondo.

All activities in this section should be filmed in a way which will allow moderators to see the appropriate aspects of performance. For details see the relevant section on filmed evidence in the individual activities.

Candidates should demonstrate the ability to select and perform appropriate skills to produce effective performance.

Candidates should:

- perform increasingly advanced techniques in both practice and competition
- participate in a recognised version of a competitive contest
- use increasingly advanced strategies and tactics and adapt these to the strengths and limitations of other participants
- understand and apply the rules of the activity including those governing specific competitions.

Judo

This activity must not be offered with taekwondo.

Assessment conditions

Candidates should work against opponents of a similar ability, age, sex and weight.

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may need to demonstrate skills in isolation.
- Level 3 may need to demonstrate skills in isolation and in a conditioned bout.
- Level 4 and above must show skills in isolation, a conditioned bout and in a competitive bout.

In a conditioned bout, skills are demonstrated against a defensive opponent. This means that the opponent can try and prevent the skill being completed but cannot attack back.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.

Identification

Candidates must be identified by different coloured belts worn in addition to their grading belt with colours written on the order of merit form. This information can also be displayed as a caption on the film or as a verbal commentary. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opponent. Belt colour may be one useful way to match opponents. It is important that throws and bouts are not 'staged', particularly for more able candidates. The level of resistance will assist in determining the mark. The opponent may be at a very similar standard to the candidate and so the resistance will be greater as the skill levels are similar.

Assessed skills

In judo, the mark is determined by the performance of individual skills and their application in 'fight' situations.

Skills and techniques

Throws: generated with the arm/hand/shoulder, hip and foot/leg
Groundwork: holds and escapes
Attacking play: maintaining own balance, creating imbalance, combining attack moves to provide opportunities
Defending play: stepping back, stepping around

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Judo skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing the skills in isolation and in a bout** Techniques demonstrated will include: • a good range of throws in isolation to include arm, hip and foot/leg; throws are technically correct and performed against a defensive player with some resistance; a combination of moves will demonstrate how an attack can be 'set up' to finish with a particular throw • groundwork including three different holds against a defensive player • bouts showing strong movement to imbalance opponent; a combination of moves will set up a final throw • an ability to win bouts by both successful throws and groundwork holds.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing the skills in isolation and in a bout** Techniques demonstrated will include: • a good range of throws in isolation to include arm, hip and foot/leg; throws are technically correct and performed against a defensive opponent with some resistance • groundwork including two different holds against a defensive player • bouts showing strong movement to imbalance opponent; a combination of moves will be attempted to set up a final throw • an ability to win bouts by a successful throw or a groundwork hold.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing most skills** Techniques demonstrated will include: • a range of throws in isolation to include at least one from each of arm, hip and foot/leg; throws are technically correct and performed against a defensive player • groundwork including two different holds against a defensive player • bouts showing strong movement to imbalance opponent; a combination of moves will be attempted to set up a final throw • an ability to win bouts by a groundwork hold.

Level	Marks	Performance description for all physical activities	Judo skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in performing some skills** Techniques demonstrated will include: • a range of throws in isolation to include at least one from each of arm, hip and foot/leg; throws are technically correct and performed with assistance (minimal defence) • groundwork will demonstrate a hold against a semi-passive defensive player.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

Taekwondo

This activity must not be offered with judo.

Assessment conditions

Candidates should work against players of a similar ability, age, sex and weight.

The range of skills that need to be assessed will depend on the ability/level of the candidate.

- Level 2 and below may need to demonstrate skills in isolation and in a limited number of predetermined moves.
- Level 3 may need to demonstrate skills in isolation and in simple sparring situations.
- Level 4 and above must demonstrate skills in isolation and within a competitive sparring match.

Evidence

- Filmed evidence should only include the evidence required to demonstrate the awarded mark. This will result in different evidence for different levels of candidate.

Identification

Candidates must be identified by colour of protective equipment with colours written on the order of merit form. This information can also be displayed as a caption on the film or as a verbal commentary. See section 4.2.4 in this booklet on candidate identification.

Level of demand

This is set by the ability of the opponent and the demand of the spar.

Assessed skills

In taekwondo, the mark is determined by the performance of individual skills and their application in sparring situations.

Skills and techniques

Attacking play: kicks (basic, advanced); punches (basic, advanced)
Defending play: blocks

Marks should be entered on the *Generic Order of Merit Form*, which is available from **www.cie.org.uk/samples**

Please turn over for the marking criteria

Read the performance description and the activity-specific skills below. Apply these as a whole when marking.

Level	Marks	Performance description for all physical activities	Taekwondo skills
Level 6	23–25	Candidates demonstrate: • exceptional performance • performance that significantly exceeds description for Level 5.	Candidates should only be awarded a mark in this level if they have exceeded **all** the criteria from Level 5.
Level 5	19–22	Candidates demonstrate: • performance that is effective, as appropriate to the activity • a good ability to select and apply the most appropriate skills • performance that usually produces intended results/accuracy.	**a very good level of technique, accuracy and consistency in performing skills in isolation and in a spar** Techniques demonstrated will include: • good ability to perform both basic and advanced attacking kicks and punches in isolation and in combination when practising; technically good kicks and punches often contact accurately; good extension of limbs and maintained body balance • good ability to attack in a bout to place effective (scoring) kicks and punches • good ability to defend through movement and blocks to prevent attacks from scoring • rapid and balanced movement; feints and a combination of attacks create scoring opportunities.
Level 4	15–18	Candidates demonstrate: • performance that is usually effective, as appropriate to the activity • an ability to perform and to apply a range of appropriate skills • performance that usually produces intended results/accuracy depending on level of demand.	**a good level of technique, accuracy and consistency in performing skills in isolation and in a spar** Techniques demonstrated will include: • good ability to perform basic and some advanced attacking kicks and punches in isolation and in combination when practising; technically good kicks and punches often contact accurately • good ability to attack in a bout to place effective (scoring) kicks and punches • good ability to defend through movement and blocks to prevent attacks from scoring • balanced movement.
Level 3	11–14	Candidates demonstrate: • performance that is sometimes effective, as appropriate to the activity • an ability to perform skills that are sometimes appropriate • performance that sometimes produces intended results/accuracy.	**a sound level of technique and accuracy in performing skills** Techniques demonstrated will include: • sound ability to perform a limited range of basic attacking kicks and punches in isolation and in combination when practising; technically good kicks and punches often contact accurately • sound ability to attack in a bout to place effective (scoring) kicks and punches • sound ability to defend through movement and blocks to prevent attacks from scoring.

Level	Marks	Performance description for all physical activities	Taekwondo skills
Level 2	6–10	Candidates demonstrate: • performance that is inconsistent and is only occasionally effective • a limited ability to perform basic skills with a low level of demand • performance that occasionally produces intended results/accuracy.	**a basic level of technique in performing some skills** Techniques demonstrated will include: • a basic ability to perform kicks and punches in isolation • a basic ability to combine a series of skills against a passive defender • a basic ability to combine moves in a pre-set pattern against a passive defender; moves will be recognised but lack extension, flow and balance.
Level 1	1–5	Candidates demonstrate: • performance that is ineffective.	**limited ability and technique** Candidates who are awarded marks in this level are below the expected standard for IGCSE. They will be working below the basic standard in Level 2. They will not be able to participate effectively in a reduced version of the activity.

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