CAMBRIDGE
International Education

Syllabus

Cambridge IGCSE™ (9–1)
Physical Education 0995

Use this syllabus for exams in 2029, 2030 and 2031.
Exams are available in the June series.
This syllabus is not available in all administrative zones.
Please check the syllabus page at **www.cambridgeinternational.org/0995** to see if this syllabus is available in your administrative zone.



Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge Pathway

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

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Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

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Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

For information about changes to this syllabus for 2029, 2030 and 2031, go to page 79.

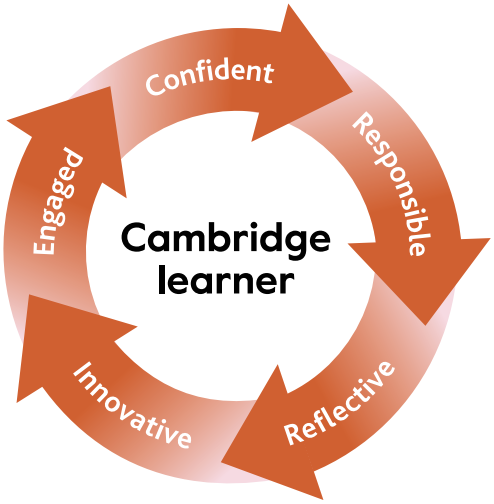
1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.



Cambridge IGCSE (9–1) Physical Education provides learners with the knowledge, understanding and skills that support progression to further study in physical education, sports science and related fields. Learners can also apply their understanding in related subjects such as biology, psychology and sociology.

Our approach in Cambridge IGCSE Physical Education encourages learners to be:

confident, demonstrating secure knowledge and understanding of physical activity and health, and explaining how exercise contributes to fitness and well-being

responsible, applying safe and effective practices during physical activity and collaborating with others to develop skills and improve performance

reflective, evaluating their own performance and using evidence to identify ways to improve health, fitness and performance

innovative, using a range of tools and techniques to monitor, evaluate and perform in physical activity

engaged, applying knowledge and practical skills from different areas of physical education to enhance performance and support lifelong participation in healthy physical activity.

School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE (9–1) Physical Education gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS Level Sport & Physical Education.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at **www.cambridgeinternational.org/recognition**

School feedback: 'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers.

These resources are available on the School Support Hub at **http://schoolsupporthub.cambridge.org**, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at **www.cambridge.org/education** and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at **www.cambridgeinternational.org/syllabusupdates**

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

For more information, visit **www.cambridgeinternational.org/support-and-training-for-schools**

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at **www.cambridgeinternational.org/eoguide**

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

Students following a course based on this syllabus will:

- develop their knowledge and understanding of the theory underpinning physical performance
- use and apply this knowledge and understanding to improve their performance
- perform in physical activities, developing skills and techniques, and selecting and applying tactics, strategies and/or compositional ideas
- understand and apply safe practices in physical activity
- recognise and value the benefits of physical activity for health, fitness and well-being
- develop a strong foundation for further study and careers related to physical education, sport and exercise.



We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

The syllabus provides candidates with opportunities to study both the practical and theoretical aspects of physical education while fostering enjoyment in physical activity. Through their learning, candidates develop an understanding of effective and safe participation and performance in physical activity.

Candidates will study all of the following topics:

1 Anatomy and physiology
2 Health, fitness and training
3 Skill acquisition and psychology
4 Sociocultural and ethical influences.

Candidates will also be assessed in **two** different physical activities chosen from the list on page 37.

Assessment overview

All candidates take **two** components. Candidates will be eligible for grades 9 to 1.

All candidates take:	
Paper 1	1 hour 15 minutes
Theory	50%
70 marks	
Short and structured questions.	
Candidates answer all questions.	
Externally assessed	

and:	
Component 2	
Coursework	50%
70 marks	
Candidates will be assessed in **two** physical activities.	
Internally assessed and externally moderated	

Information on availability is in the **Before you start** section.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Component 2 Coursework.

Assessment objectives

The assessment objectives (AOs) are:

AO1

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity.

AO2

Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity.

AO3

Apply and perform appropriate skills to produce performance.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1	25
AO2	25
AO3	50
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Component 2
AO1	50	0
AO2	50	0
AO3	0	100
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate, you are responsible for selecting resources and examples, and subject contexts to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Questions in Paper 1 may require knowledge of any of the physical activities in Component 2.

However, questions in Paper 1 may also require application of syllabus content to physical activities **not** in Component 2 and to training exercises.

Candidates should be able to offer examples for **any** of the syllabus content.

1 Anatomy and physiology

1.1 Musculoskeletal system

1.1.1 Functions of the skeleton

The functions of the skeleton, limited to:

- shape and support
- muscle attachment for movement
- protection of internal organs
- blood cell production
- mineral storage.

Note: Candidates should be able to use examples from 1.1.2 to support their knowledge and understanding of these functions.

1.1.2 Bones

The location of the following bones:

- carpals
- clavicle
- cranium
- femur
- fibula
- humerus
- metacarpals
- metatarsals
- patella
- pelvis
- phalanges
- radius
- ribs
- scapula
- sternum
- talus
- tarsals
- tibia
- ulna
- vertebrae.

Note: Candidates should be able to identify the regions of the vertebral column, including cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum and coccyx.

1.1.3 Structure and function of a synovial joint

The structure of a synovial joint and the functions of its components, limited to:

- synovial membrane
- synovial fluid
- joint capsule
- bursa
- cartilage
- ligament.

1.1.4 Types of synovial joint

Examples of the different types of synovial joint, limited to:

- ball and socket: shoulder and hip
- hinge: elbow, knee and ankle.

The bones articulating at the following joints:

- shoulder joint: humerus and scapula
- elbow joint: humerus, radius and ulna
- hip joint: femur and pelvis
- knee joint: femur and tibia
- ankle joint: tibia, fibula and talus.

1.1.5 Movement at synovial joints

The types of movement, limited to:

- flexion
- extension
- abduction
- adduction
- circumduction
- plantar flexion
- dorsiflexion.

1.1.6 Muscles and tendons

The location and role of the following muscles:

- abdominals
- biceps
- deltoids
- gastrocnemius
- gluteals
- hamstrings
- hip flexors
- latissimus dorsi
- pectorals
- quadriceps
- tibialis anterior
- trapezius
- triceps.

Note: At this level, it is common to refer to some muscle groups simply as muscles, and this is appropriate. An example is the abdominals. Candidates are only expected to use the common names listed in 1.1.6.

The role of tendons, limited to:

- attaching muscle to bone
- pulling on the bone when the muscle contracts to create movement.

1.1.7 Antagonistic muscle action

With reference to the shoulder, elbow, hip, knee and ankle:

- the action of agonists and antagonists
- how muscles work using the two types of isotonic contraction: concentric and eccentric
- how muscles work using isometric contractions.

1.1.8 Muscle fibre types

The differences between slow-twitch muscle fibres and fast-twitch muscle fibres, limited to:

- force created
- fatigue tolerance
- aerobic energy supply or anaerobic energy supply.

1.2 Respiratory system

1.2.1 Pathway of air

The pathway of air into and out of the body, limited to:

- mouth and nasal passage
- epiglottis
- larynx
- trachea
- bronchi
- bronchioles
- alveoli.

Note: Candidates should understand the structure, function and location of the parts of the pathway in 1.2.1.

1.2.2 Gaseous exchange at the alveoli

How the characteristics of the alveoli enable gaseous exchange to occur, limited to:

- one-cell-thick wall
- large surface area
- good blood supply
- layer of moisture.

1.2.3 Mechanics of breathing

The function of the respiratory muscles during normal breathing at rest, limited to:

- the diaphragm during inspiration and expiration
- the external intercostal muscles during inspiration and expiration
- changes in volume and pressure in the thoracic cavity during inspiration and expiration.

1.2.4 Lung volumes and quantities

Lung volumes and their meanings, limited to:

- tidal volume
- vital capacity
- residual volume
- inspiratory reserve volume
- expiratory reserve volume
- total lung capacity.

Other lung quantities and their meanings, limited to:

- minute ventilation
- breathing rate.

Note: Candidates should be able to interpret and draw spirometer traces at rest and during exercise.

1.3 Cardiovascular system

1.3.1 Components of blood

The functions of:

- plasma
- red blood cells
- white blood cells
- platelets.

1.3.2 Haemoglobin

The role of haemoglobin, limited to:

- combining with oxygen at the lungs
- carrying oxygen as oxyhaemoglobin in blood vessels
- releasing oxygen to the myoglobin at muscles.

1.3.3 Blood vessels

The structure of arteries, capillaries and veins, limited to:

- thickness of wall
- size of lumen
- presence or absence of valves.

The function of arteries, capillaries and veins.

1.3.4 Heart

The structure of the heart, including the function and location of:

- the chambers:
  - left atrium and right atrium
  - left ventricle and right ventricle
- the valves:
  - semilunar valves
  - bicuspid valve
  - tricuspid valve
- the blood vessels:
  - aorta
  - vena cava
  - pulmonary artery
  - pulmonary vein.

The pathway of the double circulatory system:

- the systemic circuit
- the pulmonary circuit.

Note: Candidates are expected to refer to oxygenated and deoxygenated blood in relation to the structures of the heart and the pathway of the double circulatory system.

1.3.5 Cardiac output

The meanings of the terms:

- cardiac output
- stroke volume
- heart rate.

The equation that links cardiac output, stroke volume and heart rate.

1.4 Energy supply and the effects of exercise on the body

1.4.1 Aerobic and anaerobic respiration

How energy can be released, including the following equations:

- aerobic respiration:
  glucose + oxygen → carbon dioxide + water
- anaerobic respiration:
  glucose → lactic acid

Link duration and intensity to the use of aerobic and anaerobic respiration:

- long duration, low-intensity exercise uses aerobic respiration
- short duration, high-intensity exercise uses anaerobic respiration.

1.4.2 Short-term effects during exercise

The effects of exercise during a physical activity, limited to:

- musculoskeletal:
  - increase in muscle temperature
  - increase in oxygenated blood to muscles
  - increase in carbon dioxide production
  - increase in lactic acid production

- respiratory:
  - increase in breathing rate
  - increase in tidal volume
  - increase in minute ventilation
  - increase in gaseous exchange

- cardiovascular:
  - increase in heart rate
  - increase in stroke volume
  - increase in cardiac output
  - increase in blood flow to the skin

- other:
  - increase in sweating
  - increase in adrenaline production.

1.4.3 Long-term effects of training

The effects of regular training on the body, limited to:

- musculoskeletal:
  - increase in skeletal muscle size: muscular hypertrophy
  - increase in muscular strength
  - increase in muscular endurance
  - increase in bone density
  - increase in ability to tolerate lactic acid

- respiratory:
  - decrease in resting breathing rate
  - decrease in resting minute ventilation
  - increase in maximal minute ventilation

- cardiovascular:
  - increase in heart size: cardiac hypertrophy
  - decrease in resting heart rate: bradycardia
  - increase in stroke volume
  - increase in maximal cardiac output
  - quicker return to resting heart rate.

1.5 Forces

1.5.1 Application of forces

How forces act during physical activity and exercise, limited to:

- gravitational force / weight
- air resistance
- water resistance
- muscular force
- reaction forces, including ground reaction force
- friction.

2 Health, fitness and training

2.1 Health and well-being

2.1.1 Benefits of exercise

How exercise benefits the three aspects of health and well-being, limited to:

- physical health and well-being:
  - more efficient body systems
  - reduces likelihood of illness/injury/disease
  - fit enough to carry out physical tasks
- mental health and well-being:
  - reduces stress
  - helps to cope with stress/anxiety
  - improves self-esteem
- social health and well-being:
  - increases opportunities for friendships
  - contributes positively to society
  - helps to adapt to different social situations.

2.1.2 Effects of a sedentary lifestyle

The consequences of a sedentary lifestyle on physical health and well-being, limited to:

- increased risk of coronary heart disease
- increased risk of osteoporosis
- increased risk of unwanted weight gain
- increased risk of type 2 diabetes
- increased risk of bad posture.

2.2 Nutrition, diet, energy sources and supplementation

2.2.1 Nutrition and diet

How nutrition and diet benefit performance in physical activity, limited to:

- the functions of nutrients: carbohydrates, fats and proteins
- energy is derived from food sources:
  - muscle cells release energy from glucose in a process called respiration
  - some glucose is converted to glycogen and stored in the muscles and liver
- unused energy is stored as fat in the body
- the importance of hydration and the consequences of dehydration
- carbohydrate loading before an event:
  - tapering by reducing training load before the event
  - increasing carbohydrate intake in the days before the event.

2.2.2 Supplements

The use of common supplements, in addition to normal diet, to enhance performance, limited to:

- caffeine
  - to assist with alertness
  - to improve fat metabolism
  - to enhance aerobic performance
- creatine monohydrate
  - to provide energy
  - to enhance muscle growth
- carbohydrate gels and carbohydrate snacks
  - to maintain glycogen levels
- electrolytes
  - to maintain fluid balance
  - to help reduce the risk of muscle cramping
- whey protein
  - to speed up recovery
  - to encourage muscle growth
  - to encourage muscle repair.

The problems associated with purchasing and taking supplements, limited to:

- a lack of knowledge about supplements, e.g. appropriate dosage
- using supplements instead of maintaining an appropriately balanced diet
- purchasing of supplements that have not been suitably tested or certified
- high cost of supplements.

2.3 Fitness

2.3.1 Components of fitness

The components of fitness, limited to:

- agility
- balance
- cardiovascular endurance
- coordination
- flexibility
- muscular endurance
- power
- reaction time
- speed
- strength.

2.3.2 Fitness testing

The reasons for using fitness tests, limited to:

- suitability for different positions and events
- identifying strengths and weaknesses
- monitoring improvement
- comparing to others
- informing the design of a training programme
- motivation.

2.3.3 Protocols for fitness tests

How to carry out the following fitness tests:

- Illinois Agility Test (agility)
- Stork Stand Test (balance)
- Multi-Stage Fitness Test (cardiovascular endurance)
- Cooper Test (cardiovascular endurance)
- Wall Toss Test (coordination)
- Sit and Reach Test (flexibility)
- Abdominal Curl Conditioning Test (muscular endurance)
- Vertical Jump Test (power)
- Ruler Drop Test (reaction time)
- 30-Metre Sprint Test (speed)
- Hand Grip Dynamometer Test (strength).

2.3.4 Limitations of fitness tests

The limitations of the fitness tests in 2.3.3, limited to:

- tests are often not sport specific
- accurate results need appropriate motivation
- some have limited reliability
- tests must be administered according to the correct procedures to ensure validity.

2.4 Training principles

2.4.1 Principles of training and progressive overload

How to apply the principles of training and progressive overload to training programmes, limited to:

- the SPORT principles of training:
  - specificity
  - progressive overload
  - reversibility
  - tedium

- the FITT principles of progressive overload:
  - frequency
  - intensity
  - time
  - type.

2.4.2 Overtraining

The dangers of overtraining, limited to:

- overuse injuries
- weakened immune system
- chronic fatigue
- hormonal imbalance
- insomnia
- demotivation.

2.5 Types of training

2.5.1 Types of training

How to use and apply the following types of training:

- continuous training:
  - typically uses aerobic exercise, e.g. running, swimming, cycling or rowing at a steady pace without rest
  - typically estimates maximal heart rate to be 220 minus age
  - 60% to 80% of maximal heart rate as a suitable method for determining the correct intensity

- weight training:
  - typically uses free weights, kettlebells or resistance machines
  - use of high weights and low repetitions for strength
  - use of low weights and high repetitions for muscular endurance
  - use of one repetition maximum (1RM) as a suitable method for determining the correct intensity

- fartlek training:
  - typically uses running with changes in speed and terrain to vary the intensity
  - use of the RPE Borg rating of perceived exertion scale as a suitable method for determining the correct intensity

- plyometric training:
  - typically uses depth jumping, box jumping or hurdle jumps
  - aims to improve power (the product of strength and speed)
  - typically uses eccentric muscle contractions followed by concentric muscle contractions

- circuit training:
  - typically uses stations designed to improve specific components of fitness, muscles or skills
  - work and rest periods are appropriately adjusted for specific goals
  - the work-to-rest ratio as a suitable method for determining the correct intensity

- High-Intensity Interval Training (HIIT):
  - typically alternates between high-intensity work and rest periods
  - use of the Tabata protocol as a suitable method for determining the correct intensity

- high-altitude training:
  - typically involves exercising at heights where oxygen availability is low, e.g. 2000 metres or more above sea level
  - aims to increase red blood cell count.

2.6 Warming up and cooling down

2.6.1 Warm-up and cool-down

The stages of a warm-up and cool-down and their application.

- stages of a warm-up:
  - pulse-raising activities
  - stretching activities
  - skill-related activities
- stages of a cool-down:
  - pulse-lowering activities
  - stretching activities
- the reasons for completing a warm-up, limited to:
  - reduces risk of injury
  - increases range of movement at joints
  - increases speed of muscle contraction
  - increases oxygenated blood to working muscles
  - improves psychological preparation
  - practises techniques to be used
- the reasons for completing a cool-down, limited to:
  - speeds up recovery
  - speeds up removal of lactic acid and carbon dioxide
  - reduces likelihood of delayed onset muscle soreness (DOMS).

3 Skill acquisition and psychology

3.1 Skills

3.1.1 Skilled performance

The characteristics of a highly skilled performance, limited to:

- accurate
- aesthetically pleasing
- consistent
- coordinated
- efficient
- fluent.

3.1.2 Classification of skills

The classification of skills according to the following skill continua:

- the muscular involvement continuum: fine to gross
- the environmental influence continuum: open to closed
- the pacing continuum: externally paced to internally paced
- the difficulty continuum: basic to complex.

3.2 Information processing

3.2.1 Information-processing model

The roles of the following stages of a basic information-processing model:

- input
- decision making
- output
- feedback (to adjust or reinforce).

3.2.2 Input

The senses used in input, limited to:

- sight
- hearing
- touch.

3.2.3 Selective attention

The concept of selective attention, limited to:

- all sensory information is received
- irrelevant information is ignored
- relevant information is used in decision making.

3.3 Learning

3.3.1 Stages of learning

The characteristics of the following stages of learning:

- cognitive
- associative
- autonomous.

3.3.2 Feedback

The following types of feedback:

- intrinsic and extrinsic
- positive and negative
- knowledge of performance
- knowledge of results.

The use of types of feedback in 3.3.2 at different stages of learning.

3.3.3 Kinaesthesis

The role of kinaesthesis, including:

- perception of body movements
- changes in body position
- the use of kinaesthesis.

3.3.4 Guidance

The following types of guidance:

- visual
- verbal
- manual
- mechanical.

The use of the types of guidance in 3.3.4 at different stages of learning.

3.3.5 Delivery of guidance

How the types of guidance in 3.3.4 may be given, e.g. by coaches, teachers and peers.

3.4 Performance psychology

3.4.1 Goal setting

The SMARTER principles of goal setting:

- Specific
- Measurable
- Agreed
- Realistic
- Time-phased
- Exciting
- Recorded.

3.4.2 Motivation

The following types of motivation:

- intrinsic
- extrinsic.

3.4.3 Arousal

Arousal as the degree of mental excitement and alertness to perform.

3.4.4 The Inverted-U theory

The Inverted-U theory, also known as the Yerkes–Dodson law:

- relationship between arousal and performance
- optimal arousal and performance.

Note: Candidates should be able to draw, label and interpret the Inverted-U theory.

3.4.5 Effects of arousal

The effects of arousal on performance:

- fine skills require lower levels of arousal
- gross skills require higher levels of arousal
- the effects of underarousal on performance
- the effects of overarousal on performance.

3.4.6 Anxiety

The types of anxiety, limited to:

- cognitive
- somatic
- state
- trait.

Note: Candidates should be aware that types of anxiety can be a combination of these, for example cognitive state anxiety.

3.4.7 Techniques to control arousal and anxiety

The following techniques used to control arousal and anxiety:

- imagery
- controlled breathing
- positive self-talk
- progressive muscle relaxation (PMR).

Note: Candidates should understand the effects of these techniques on arousal and anxiety.

4 Sociocultural and ethical influences

4.1 Sport and society

4.1.1 Sports development pyramid

The characteristics of each level of the sports development pyramid:

- elite (highest)
- performance
- participation
- foundation (lowest).

4.1.2 Sponsorship

The main types of sponsorship available to performers, teams or clubs, sports or events:

- financial (e.g. money)
- clothing (e.g. shirts, footwear)
- equipment (e.g. rackets)
- consumer products (e.g. drinks, watches)
- naming rights (e.g. stadium name)
- specialist facilities (e.g. purpose-built gym).

Note: Candidates will be expected to differentiate between the main types of sponsorship and examples of these.

4.1.3 Effects of sponsorship

The advantages and disadvantages of sponsorship for:

- the performer
- the team or club
- the sport or event
- the sponsor
- the primary spectators (at the event)
- the secondary spectators (remote audience).

4.1.4 Media

The main types of media coverage, limited to:

- broadcast media: television, radio
- digital media: social media, applications, websites
- print media: newspapers, brochures, magazines.

Note: Candidates will be expected to differentiate between the main types of media coverage and examples of these.

4.1.5 Effects of media coverage

The advantages and disadvantages of media coverage for:

- the performer
- the team or club
- the sport or event
- the sponsor
- the primary spectators (at the event)
- the secondary spectators (remote audience).

4.1.6 Hosting international sporting events

The advantages and disadvantages of hosting an international sporting event (e.g. the Olympic Games), limited to:

advantages:

- new and/or upgraded stadiums and training facilities
- home advantage
- increase in national pride
- improved tourism
- increased employment
- positive legacy
- improved infrastructure.

disadvantages:

- hosting costs
- unused venues
- traffic disruption
- environmental damage
- security risks
- community disruption
- legacy issues.

4.2 Technology

4.2.1 Technology in sport

The use of technology in sport, including:

- improved officiating, e.g. video review
- more accurate measurement, e.g. time, distance
- improved performance, e.g. lightweight materials.

4.2.2 Effects of technology in sport

The positive and negative effects of the use of technology on:

- officials
- performers
- sports or events
- primary spectators (at the event)
- secondary spectators (remote audience).

4.3 Fair play

4.3.1 Sportsmanship and gamesmanship

Sportsmanship and gamesmanship as:

- sportsmanship is conforming to the rules, spirit and etiquette of a sport
- gamesmanship is attempting to gain an advantage by bending the rules of a sport to the limit without breaking them.

Note: Candidates should be able to provide examples of sportsmanship and gamesmanship in different sports.

4.3.2 Prohibited performance-enhancing drugs (PEDs)

The types of PEDs and their main effects on the performer, limited to:

- anabolic steroids to increase muscle mass
- beta blockers to reduce anxiety and control heart rate
- stimulants to increase alertness
- diuretics to mask the presence of other drugs or to lose weight
- narcotic analgesics to mask pain.

4.3.3 Performance benefits of PEDs

How the main effects in 4.3.2 may benefit performance in physical activities.

4.3.4 Drug testing

The types of drug testing, limited to:

- blood testing
- urine testing.

4.3.5 Risks of PED use

The potential disadvantages of using PEDs for the performer, including:

- health implications
- addiction
- financial penalty
- public humiliation
- disqualification
- being banned
- removal of performance records or medals.

4.3.6 Blood doping

Blood doping, limited to:

- the process of blood doping involving the transfusion of the performer's own blood
- the effects of blood doping on performance
- the potential side effects of blood doping.

4.4 Injuries

4.4.1 Types and causes of injuries

The following injuries and their causes:

- blisters
- bruises
- cuts or grazes
- dislocation
- fractures
- ligament sprains
- muscle/tendon strains
- winding.

4.4.2 Injury treatment and management

Suitable treatments for the injuries in 4.4.1, including the appropriate use of PRICE:

- Protect
- Rest
- Ice
- Compress
- Elevate.

4.4.3 Strategies to reduce the risk of injury

Strategies to reduce the risk of injury, limited to:

- protective equipment
- appropriate clothing
- lifting and carrying equipment safely
- maintaining hydration
- use of warm-up and cool-down
- following rules
- suitable level of competition
- appropriate supervision, including the use of spotters for weight training.

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Paper 1 – Theory

Written paper, 1 hour 15 minutes, 70 marks

This is an externally assessed written component.

There will be a range of short-answer and structured questions testing assessment objectives AO1 and AO2.

Candidates should answer **all** the questions.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Calculate	work out from given facts, figures or information
Comment	give an informed opinion
Compare	identify / comment on similarities and/or differences
Consider	review and respond to given information
Contrast	identify / comment on differences
Define	give precise meaning
Describe	state the points of a topic / give characteristics and main features
Develop	take forward to a more advanced stage or build upon given information
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
Justify	support a case with evidence/argument
Outline	set out the main points
Predict	suggest what may happen based on available information
Sketch	make a simple freehand drawing showing the key features, taking care over proportions
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
Summarise	select and present the main points, without detail

Mathematical requirements

Candidates should be able to:

- understand and use the prefixes: milli (m), centi (c), deci (d), kilo (k)
- select, use and, where appropriate, convert between the most appropriate units for recording data and the results of calculations, including millimetres (mm), centimetres (cm), metres (m), kilometres (km), grams (g), kilograms (kg), seconds (s), minutes (min), hours (h), millilitres (mL), decilitres (dL) and litres (L)
- recognise and use decimal numbers
- understand and use the symbols: < (less than), > (greater than), ⩽ (less than or equal to), ⩾ (greater than or equal to), / (solidus followed by unit in table headings and labels for graph axes) and ± (plus or minus)
- use a calculator for addition, subtraction, multiplication and division
- calculate and use percentages and percentage change
- calculate the mean and range of a set of values
- construct and interpret graphical representations of data, including line graphs and bar charts, using appropriate scales, axes and lines of best fit where appropriate
- solve simple algebraic equations.

Component 2 – Coursework

Coursework 70 marks

Component 2 Coursework will be internally assessed and externally moderated by Cambridge.

This component tests assessment objective AO3.

Candidates are assessed in **two** physical activities from the physical activities listed in this syllabus. There are 35 marks available for each physical activity. The assessment of performance will take place in authentic performance situations. Authentic performance situations include competitive or realistic performance contexts appropriate to the activity.

Component 2 is marked against the assessment criteria. Centres **must** use the assessment criteria for Component 2 to assess their candidates.

Centres **must** refer to the specific physical activity guidance for each physical activity alongside the assessment criteria for Component 2.

Centres should assess candidates' performances in their practical activities throughout the course. Centres are encouraged to film candidate performances at regular intervals throughout the course to enable candidates' best performances to be selected and ensure that records will be available if injury/illness occurs.

Physical activities

The following physical activities are available in this syllabus:

- alpine (skiing **or** snowboarding)
- association football
- athletics
- badminton
- basketball
- bat and ball (baseball **or** rounders **or** softball)
- combat (judo **or** taekwondo)
- competitive swimming
- cricket
- cycling (road **or** track **or** mountain biking)
- dance
- field hockey
- figure skating
- golf
- gymnastics (artistic **or** rhythmic)
- handball
- lacrosse
- netball
- paddlesport (canoeing **or** kayaking)
- rowing
- rugby (league **or** union)
- sailing
- squash
- table tennis
- tennis
- trampolining
- volleyball
- water polo
- windsurfing.

Note: where activities are grouped using '**or**', candidates may be assessed in **one** activity from that group only. Credit can only be awarded where a valid combination of activities has been used. Where a candidate is assessed in more than one activity from the same group, only one activity can be credited. For example, within alpine (skiing **or** snowboarding), a candidate may be assessed in skiing **or** snowboarding, but not both. The maximum mark available to the candidate in such cases will be 35 marks.

Entries by single candidates and low candidate numbers are permitted. There is no minimum entry size for an activity. However, it is the responsibility of the centre to ensure sufficient assessment opportunities are available at an appropriate level of demand. If this is not the case, the centre may need to consider alternative physical activities from the list in the syllabus.

Activities can be assessed both within the centre and at external venues under the guidance and supervision of centre staff. Candidates may use external facilities and clubs but the centre retains the responsibility for monitoring the work and for its assessment and standardisation.

Planning physical activities

The performance of physical activities is a central and integral part of the course. Wherever possible, in the delivery of the course, theory is related to practice and practice is related to theory. This approach enables candidates to understand, as well as to apply, the theoretical concepts.

Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

The selection of physical activities should be influenced by:

- interests, stages of development and abilities of candidates
- teaching resources and the expertise of staff
- facilities and equipment
- time
- number of candidates.

Safety

The physical activities in the coursework component place candidates in physically demanding situations. Centres should ensure that candidates are capable of coping with this. Where doubt exists, medical advice should be sought. Candidates should also be competent to take part in these physical activities.

Each of the physical activities offered to candidates should be carried out in accordance with the recommendations for safe practice in physical education and recommendations from (national) governing bodies where appropriate.

Teaching physical activities

For each physical activity, candidates must:

- respond readily to instructions
- recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different 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 different activities
- know how to use equipment safely
- be familiar with a warm-up routine prior to exercise and a 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.

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 and that there is effective internal standardisation across the centre's assessments and all the staff involved in the assessments, including off-site activities
- the filmed evidence is sufficiently comprehensive and in the correct format.

Administration of coursework

Using the samples database

The samples database gives you key information about the administration of Component 2 Coursework.

Use the samples database to find out:

- which forms to complete and submit with your candidates' work
- when and how to submit marks
- how the sample of your candidates' work is selected
- when and how to submit your candidates' work.

Recording and submitting candidates' marks and work

You can find information, dates and methods of submission of candidates' marks and work on the samples database at **www.cambridgeinternational.org/samples**. You should follow the instructions for Component 2 Coursework on the samples database.

You should record marks on the Coursework Assessment Summary Form, which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge.

Filmed evidence of performance

Filming candidates

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 external moderator should be able to identify candidates clearly throughout the performance. Centres should use an appropriate identification method for each activity. For 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 their front and back
3 candidates not in the sample wear their bibs inside out to hide the number.

The filmed evidence is used by the external moderator as evidence to check on the standard of assessment. It is therefore important that centres take great care in producing and checking that the filmed evidence shows accurately the performance levels achieved by candidates. Centres could potentially disadvantage their candidates by producing filmed evidence which is either of low quality or fails to provide the right level of evidence to justify the marks awarded. The angle of the camera should enable both the skills and the outcome to be shown. For example, filmed evidence of a lay-up shot in basketball should show the player's movement towards the basket and whether the shot is successful.

The filming should allow the following to be seen:

- candidate identifiers at all times
- the execution of skills
- the outcome, e.g. the result of a tennis serve or the performance of a routine in dance or gymnastics
- the interaction in conditioned team situations, e.g. marking in netball
- the candidate and any apparatus used during the performance must be clearly visible, where applicable (e.g. pommel horse in gymnastics).

Evidence of assessment

1 All centres must provide filmed evidence of performances in **every** physical activity.

2 All candidates assessed in an activity should be filmed together and not individually, where possible. Of these, an appropriate sample should be identified which will represent the full range of marks awarded by the centre.

3 Teachers must ensure that all work produced by candidates and records of assessment are retained and are available for inspection, if required, by the external coursework moderator.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must standardise your teachers' marking so that all candidates are assessed to a common standard. After work has been internally assessed, you must arrange for an internal moderation stage to check the marking of each teacher. This is to ensure that all marking within the centre is consistent. If only one teacher is marking internal assessments, no internal moderation is necessary. You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge according to the instructions on the samples database at **www.cambridgeinternational.org/samples**

External moderation

Cambridge will externally moderate all internally assessed components.

- You must submit the marks of all candidates.
- You must submit the marked work of a sample of candidates.
- You must submit the Coursework Assessment Summary Form.

The samples database at **www.cambridgeinternational.org/samples** provides details on how to submit the marks, form and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Guidance on using mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely, so a judgement may need to be made between two or more level statements. Where there is more than one assessment criteria (column) within the mark scheme, a separate judgement will be needed for each assessment criteria.

Where there is more than one mark available, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment of candidates' performance should take place during the activity and should **not** be based on the filmed evidence.

Authenticity and academic honesty / avoidance of plagiarism

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must **not** submit someone else's work, ideas or performances as their own. They must **not** use material produced by someone else or generated using AI tools without citing and referencing it properly. All work submitted, including written work, practical work and performances, must be the candidate's own.

A candidate taking someone else's work, ideas or performances and passing them off as their own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at **www.cambridgeinternational.org/teachingandassessment**. Cambridge has robust systems in place to detect, investigate and address plagiarism once work has been submitted.

Cambridge has a policy on the use of generative AI by candidates in coursework. The inappropriate use of AI should be treated as a form of plagiarism. The policy, which includes our principles surrounding the use of generative AI in coursework, acceptable uses of generative AI in student work and guidance for teachers, can be found at: **www.cambridgeinternational.org/generative-ai-in-coursework**

You will be required to declare the authenticity of the work when submitting work.

Specific physical activity guidance

Centres must refer to the specific physical activity guidance for the appropriate physical activity alongside the assessment criteria for Component 2 Coursework.

Where possible, candidates should be assessed in authentic performance situations.

It may be necessary to use other performance situations so that the level of demand is appropriate to the ability of candidates. This may allow candidates to more effectively demonstrate their skills. The centre is best placed to determine the most appropriate performance situations for their candidates in their centre's context.

Examples of variations may include:

- using hand-fed or gently thrown balls instead of live serves or passes
- setting up controlled drills rather than full game play
- reducing the speed, distance or complexity of the task
- working without opposition, or with passive/conditioned defenders
- using smaller playing areas or simplified rules
- allowing repeated attempts to demonstrate a skill rather than a single performance
- using different or adapted equipment.

Physical activities for candidates with disabilities

Centres should not prevent candidates from choosing this syllabus on the grounds of disability. We understand that some candidates with disabilities require adaptations to physical activities so that they can best demonstrate the relevant assessment objective.

If you have a candidate who requires adaptations to physical activities, you should contact us before starting the course, or as soon as possible, on **info@cambridgeinternational.org** to agree suitable adaptations.

Alpine (skiing **or** snowboarding)

Candidates may be assessed in one alpine activity only: skiing or snowboarding.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include:

Skiing: super-G, giant slalom, slalom or ski cross on a snow piste classified as blue or above, with standard equipment.

Snowboarding: giant slalom, slalom or snowboard cross on a snow piste classified as blue or above, with standard equipment.

Ideally these situations will be officiated.

Skills may include:

- body position: posture and balance
- linking turns at different speeds, gradients and amplitudes (arc size), modifying tempo and intensity of turning to control speed of travel as appropriate.

Skiing:

- use of poles
- controlling rate of descent by ploughing
- traversing, side slipping and skidding to a halt
- weighting and unweighting skis
- turns: snowplough, stem, parallel and carved
- appropriate use of edges
- demonstrating the ability to ski a slalom course marked by gates or poles.

Snowboarding:

- controlling rate of descent by sideslipping (toe and heel edge)
- showing controlled riding in the fall line following progression from the falling leaf technique, with steering achieved through board twisting (foot steering) on both toe and heel edges over a range of descent angles
- turns: on heel edge and toe edge / skid turns / narrow and wide
- linking switch turns (travelling with the back foot leading)
- skidding to a halt from both edges
- demonstrating the ability to snowboard through a slalom course marked by gates or poles.

Decision making may include:

- selecting the appropriate skill and its execution: for example, deciding when to turn or modify speed and line as a response to more challenging terrain, conditions or course
- adapting decisions in response to other performers and environmental conditions.

Association football

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size fields of play, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

Outfield positions:

- ball control: use of both feet, chest and thigh
- passing: short, long and lofted and crossing passes, including use of non-dominant foot where appropriate
- shooting: short and long range, use of swerve and volley, including use of non-dominant foot where appropriate
- dribbling: close control, to beat an opponent, to create space, and use of both feet
- tackling: selection and timing of appropriate tackles, and jockeying
- marking: player with the ball and off the ball, denying space, and interceptions.

Goalkeeper:

- ball control: use of both feet, chest and thigh
- handling: catching, parrying and punching
- passing: short, long and lofted, including use of non-dominant foot where appropriate, kicking from the hand, and throwing
- shot stopping: from different heights and distances, diving saves, standing saves and dealing with crosses and penalties.

Decision making may include:

Outfield positions:

- selecting the appropriate skill and its execution: for example, knowing when to pass, where to pass and which pass to use, when to dribble and when to tackle, and retaining possession or creating space
- positioning and organisation in open play and at set pieces both in attack and defence.

Goalkeeper:

- selecting the appropriate skill and its execution: for example, knowing whether to catch or punch a cross or catch/parry a shot
- positioning and organisation at set pieces, communication, command of area, use of penalty area when judging interceptions, and accuracy of distribution.

Athletics

Athletics is assessed as one physical activity. In this activity candidates must be assessed in two athletics events from the list below. These two events must be from different event groups. These groups are **track**, **cross-country running**, **jump** and **throw**. For example, a candidate could be assessed in 100 m (**track**) and long jump (**jump**), but not in 100 m and 200 m, as both events are from **track**.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Ideally these situations will be officiated.

Authentic performance situations would typically include:

Track: track running on marked running tracks.

Cross-country running: a course in off-road, mixed terrain with some inclines, undulations and turns. The course should not include any roads (unless they are being crossed) or artificial surfaces. The course should not include a running track.

Jump: performed in suitable jumping facilities with standard equipment.

Throw: performed in suitable throwing facilities with standard equipment.

track	cross-country running	jump	throw
100 m	3000 m	long jump	shot
200 m	4000 m	triple jump	discus
300 m	5000 m	high jump	javelin
400 m	6000 m	pole vault	
800 m			
1500 m			

For moderation purposes, each sample candidate must be filmed completing **both** assessed events. The filmed evidence should clearly identify the event and event group being assessed.

For **track** events, the filmed evidence should clearly identify the event and distance being performed. Track events should include starts and finishes at race speed.

For **cross-country running** events, the filmed evidence should clearly identify the distance being run and include sections of the course showing the start, inclines, undulations, turns and finish. A scaled map of the course should be included with the coursework submission, with areas of filmed evidence indicated and the terrain, inclines, undulations and turns clearly shown.

For **jump** events, the filmed evidence should include the techniques performed by each candidate: for example, takeoff, flight and landing in the long jump.

For **throw** events, the filmed evidence should include the techniques performed by each candidate: for example, the preparation, delivery, release and follow-through of the throw.

Skills may include:

Track and cross-country running:

- starting and finishing
- leg action, arm action, posture, head carriage and overall efficiency
- running on bends where applicable, uphill and downhill where applicable.

Jump:

- run-up, approach, takeoff (or pole plant in pole vault), flight including techniques to maximise height/distance, landing and overall efficiency.

Throw:

- grip, stance, travel including cross-step, glide or rotation where applicable, release, angle of release, and follow through and recovery.

Decision making may include:

Track and cross-country running:

- adapting decisions in response to other performers, terrain and environmental conditions
- positioning in the race, pacing, where to run, when to lead, when to follow, when to kick for the finish or when to dip on the finish line.

Jump:

- decision making for qualifying jumps, entry heights, appropriate run-up length and when to pass on a round/height.

Throw:

- decision making for qualifying throws, appropriate run-up length/rotations and when to pass on a round.

Badminton

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **singles** games on full-size courts, with standard equipment. Ideally these situations will be officiated.

Skills may include:

- serving: short/low, long/high and flick
- forehand and backhand shots: overhead clears, drop shots, lifts/underarm clears, smashes and drives
- net shots: forehand and backhand
- footwork and positioning.

Decision making may include:

- selecting the appropriate skill and its execution: for example, the most appropriate shot and accurate placement of the shot/serve
- positioning on the court and anticipation of the opponent's shots/returns.

Basketball

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size courts, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

- stance and footwork: defensive stance, pivoting and triple threat
- passing and receiving: chest, bounce, overhead/javelin, static and on the move
- shooting: set shot, jump shot, dominant and non-dominant hand lay-up shot
- dribbling: using dominant and non-dominant hand to beat an opponent and create space
- marking: player with the ball and off the ball, denying space, intercepting passes and stealing the ball
- rebounding: offensive and defensive rebounds.

Decision making may include:

- selecting the appropriate skill and its execution: for example, knowing which pass to use, when to dribble and retain possession or create space
- positioning and organisation in open play and at set plays both in attack and defence.

Bat and ball (baseball **or** rounders **or** softball)

Candidates may be assessed in one bat and ball activity only: baseball or rounders or softball.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size playing fields or pitches, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Candidates should be assessed in batting, pitching/bowling and fielding/catcher/backstop.

Skills may include:

Batting:

- batting technique: stance, footwork, position, backswing and follow through
- striking the ball with timing and power into different areas of the field
- running between bases or posts.

Pitching/Bowling:

- delivery technique: step, arm swing and pitch
- delivery variations: pace (fast, medium and slow), flight and spin
- using pace, flight and spin to deceive a batter.

Fielding:

- close, infield and outfield fielding: stopping and retrieving the ball, covering other players, and throwing to the pitcher/bowler or base/post players with speed, height and accuracy
- catching: from different heights, distances and speeds, and transferring the ball quickly to the throwing hand
- base/post play: stance, position, low and high takes
- backing up
- catcher/backstop play: stance and positioning in relation to the pitcher/bowler and batter, catching and throwing to bases/posts, covering fielders, and chasing, collecting and throwing for a run out.

Decision making may include:

Batters:

- judging whether to strike or leave
- shot selection based on the ball pitched/bowled, field set and situation of the game
- finding gaps in the field
- effective decision making when running between bases or posts.

Pitchers/Bowlers:

- selection and variation of delivery: pace, flight and spin
- setting and adjusting fielding positions.

Fielders:

- selecting the appropriate base or post to throw to when fielding
- knowing when to back up fielders, bases or posts during play
- selecting the appropriate technique for catching and fielding a ground ball.

Combat (judo **or** taekwondo)

Candidates may be assessed in one combat activity only: judo or taekwondo.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include a performer competing against an opponent in the same competition level, age and weight category, on an appropriate contest area made of specialised mats of an appropriate size. Ideally these situations will be officiated.

For taekwondo, appropriate protective equipment should be worn.

Skills may include:

Judo:

- throws: generated with the arm/hand/shoulder, hip and foot/leg
- groundwork: holds and escapes
- attacking play: maintaining own balance, creating imbalance, and combining attacking moves to provide scoring opportunities
- defending play: stepping back, stepping around, avoiding attacks and breaking grips.

Taekwondo:

- stances: attention, ready and front
- kicks: roundhouse kick, side kick, front kick, back kick, axe kick, spinning hook, tornado kick and scissor kick
- blocks: low block, middle block and high block
- hand strikes: punch, knife-hand strike, back-fist and ridge-hand.

Decision making may include:

- selecting the appropriate skill and its execution: for example, selecting appropriate grips, holds, footwork, attacking combinations, counter-attacking opportunities or self-defence combinations
- positioning on the mat and anticipation of the opponent's moves.

Competitive swimming

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include swimming in a pool of standard length with standard equipment such as diving blocks and lane ropes. Ideally these situations will be officiated.

Candidates are required to swim **two** events chosen from the list below. These must be different strokes but may be the same distance.

Each sample candidate must be filmed in **both** of their events. The filmed evidence should include starts, turns and finishes at race speed in addition to the full event.

front crawl	breaststroke	back crawl	butterfly
50 m	50 m	50 m	50 m
100 m	100 m	100 m	100 m
200 m	200 m	200 m	200 m

Skills may include:

- starts, turns and finishes
- swimming technique: body position, leg action, arm action, breathing technique, stroke number/pacing, timing and underwater swimming following a start or turn.

Decision making may include:

- timing of breathing
- how far to travel underwater after a start or turn
- when to turn: for example, judging the number of strokes per length / from the flags.

Cricket

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size pitches, with standard equipment and full-sided teams. Ideally these situations will be officiated.

The candidate is assessed as:

EITHER a batter **OR** bowler

AND as a fielder **OR** wicket keeper.

Skills may include:

Batting:

- stance and footwork
- defensive shots: off front foot and back foot
- attacking shots: drives, cuts, hook, pull, sweep and leg glance
- running between the wickets.

Bowling:

- bowling action: fast, medium or slow
- appropriate line and length
- application of spin, seam or swing, slight variations in speed, flight, line and length to deceive a batter.

Fielding:

- close, infield and outfield, and stopping/retrieving the ball
- picking up and throwing: to keeper, at wickets, underarm and overarm
- catching: from different heights, distances and speeds
- backing up.

Wicket keeping:

- stance and positioning: in relation to type of bowler and pitch
- glove work: low and high takes, catches and stumpings
- standing up to medium-paced bowlers
- fielding: chase, pick up and throw for a run out.

Decision making may include:

- selecting the appropriate skill and its execution: for example, shot selection for batters or bowling line for bowlers
- setting appropriate fields for attacking or defending
- selecting the appropriate technique for catching and fielding a ground ball.

Cycling (road **or** track **or** mountain biking)

Candidates may be assessed in one cycling activity only: road or track or mountain biking.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Ideally these situations will be officiated.

For road cycling and mountain biking, a map should be included with the coursework submission with areas of filmed evidence indicated. The map should have a scale and should show the terrain for the whole course with inclines, undulations and turns clearly indicated.

Authentic performance situations would typically include:

Road: a time trial course of a minimum of either 15 km or 10 miles or a road race of similar distance.

Track: 200 m sprint, 500 m or 1 km time trial, or a 2 or 3 km individual pursuit.

Mountain biking: a performance on a green-standard trail or above as an individual time trial or race.

Skills may include:

- starting and finishing
- posture, hand/arm position and head carriage
- overall efficiency: appropriate pedalling cadence, appropriate use of gears and appropriate control of speed and braking
- speed management:
  - climbing, descending and during cornering (road and mountain biking)
  - when using the bank (track).

Decision making may include:

- selecting the appropriate skills and their execution: for example, deciding when to turn or modify speed and line in response to other competitors and environmental conditions
- positioning in the race (road and mountain biking)
- selecting appropriate racing lines.

Dance

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **one individual** routine. Candidates must complete one individual dance of sufficient length to demonstrate the skills and their response to the stimulus. For example, a stimulus could be an interpretation to music, lyrics or a poem. Ideally these situations will be officiated.

Style of dance may include ballet, ballroom, contemporary, folk, Irish, street or tap.

The use of a partner may be included in the ballroom performance.

Through the movement phases, candidates may want to demonstrate:

- changes in body posture, alignment and tension
- changes in speed and rhythm
- the use of space, levels and flight
- flair and originality.

Skills may include:

Ballet: pirouettes, leaps and balances.

Ballroom: turns/spins, chasse and walks.

Contemporary: leaps, balances, turns and travelling, and step patterns.

Folk: step patterns, movement and rhythm.

Irish: leaps/jumps, balances, turns and travelling, and step patterns.

Street: jumps, holds/grabs, step patterns, and turns and travelling.

Tap: steps with one sound building to compound steps, wings, pick-ups, travelling steps, different rhythms, head, body and arm lines to portray the style of the dance.

Decision making and application of compositional ideas/choreography may include:

- composition of the routine, order of the skills in the routine, difficulty of the routine, and balance of difficulty with quality of execution
- responses and interpretation to music or lyrics or a poem
- body awareness during the movements and the performer's response to situations within the performance.

Field hockey

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size pitches, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

Outfield positions:

- passing and receiving: open and reverse stick, push, slap, hit, aerial, static and on the move
- carrying: open and reverse stick, while retaining vision, when under pressure to beat an opponent, and to create space
- goal-scoring: open and reverse stick, ball striking, lifting, deflections, rebounds and improvised finishes
- tackling: open and reverse stick, block, jab and shave
- marking: player with the ball and off the ball, denying space, and interceptions.

Goalkeeper:

- shot-stopping: up and ready pre-save and post-save, standing, use of gloves, use of pads, use of stick, and diving
- blocks: reading the situation, upright and smother (slide)
- clearance: kicking (toe and side foot), using glove, using stick, and diving.

Decision making may include:

Outfield positions:

- selecting the appropriate skill and its execution: for example, knowing when, where and which pass to use, when to dribble and when to tackle, retain possession or create space
- positioning and organisation in open play and at set pieces both in attack and defence.

Goalkeeper:

- selecting the appropriate skill and its execution: for example, knowing whether to use feet or the stick to clear the ball, when to stop the shot and when to clear
- positioning and organisation at set pieces, communication, command of area, use of the penalty area when judging interceptions, and accuracy of distribution.

Figure skating

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **one individual** routine. Ideally these situations will be officiated.

Skills may include:

- jumps: edge jumps, toe-pick assisted jumps and combination jumps
- spins: upright, camel, sit side/front, camel catch, flying camel, and lay back / sideways leaning
- turns: outside three turns, inside three turns, bracket, counter, twizzle, loop and rocker
- steps: inside mohawk, outside mohawk, and choctaw – inside/outside
- skating skills: forward/backwards stroking, cross overs/progressives, forwards/backwards inside and outside edges, change of edge, and cross rolls
- transitions: spiral – inside and outside edge, spread eagles, Ina Bauer and pivots.

Decision making may include:

- composition of the routine, order of the skills in the routine, difficulty of the routine and balance of difficulty with quality of execution
- body awareness during the movements and the performer's balance, timing, control and transitions within the performance.

Golf

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include playing a series of holes on a standard golf course during a competitive round of golf, with standard equipment. Ideally these situations will be officiated.

Evidence of a scorecard and course map should show the par score for each hole played and should be included with the coursework submission.

Skills may include:

- stance and swing
- driving/iron shots from the tee
- iron shots: long, medium and short from the fairway or light rough
- fairway woods/hybrids
- approach play: pitching, wedge and bunker play
- putting from a variety of distances.

Decision making may include:

- selecting the appropriate club
- when to attack the pin or play safe
- reading breaks on the green.

Gymnastics (artistic **or** rhythmic)

Candidates may be assessed in one gymnastics activity only: artistic or rhythmic.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Ideally these situations will be officiated.

Authentic performance situations would typically include:

Artistic gymnastics: two different individual routines, one of which must be a floor routine. The second routine may be performed on vault, rings, high bar, asymmetric/uneven bars, parallel bars, beam or pommel horse.

Rhythmic gymnastics: two different individual routines using a ball, hoop, ribbon or clubs.

Skills may include:

Artistic gymnastics

Floor routines:

- rolls: forward and backward variations
- balances: using different parts of the body
- travelling moves: jumps, leaps, rotations, pivots, cartwheels, walkovers, round offs, somersaults and different tumbling combinations.

Apparatus:

- vault: squat and straddle, handspring, long-arm, handspring with half turn on/off, round off over vault, long-arm with full twist, Tsukahara or another similar vault
- rings: swing elements, strength/hold elements, swings to strength/hold elements, and dismount
- high bar: dismount, circling elements, swings and changes of direction
- asymmetric/uneven bars: mount, dismount, circling elements, swings, movement between bars and changes of direction
- parallel bars: mount, dismount, skills starting with the upper arm in the support position, skills performed on top of the bar and skills performed under the bar
- beam: mount, dismount, steps, jumps, turns, leaps, balances and acrobatic skills
- pommel horse: mount and dismount, single leg swings, scissors, turns, circles, flares and travel.

Rhythmic gymnastics

Individual skills:

- rolls
- balances
- leaps
- jumps
- spins
- walkovers.

Apparatus skills:

- ball: throw, catch, trap, swing, circle and bounce
- hoop: throw, catch, trap, spin, swing and passing through and over
- ribbon: throw, catch, swing, circle, spiral, figure of 8 and snake
- clubs: tapping and beating.

Decision making may include:

- composition of the routine
- order of skills in the routine
- difficulty of the routine
- balance of difficulty with quality of execution
- body awareness during the movements and the performer's movement control, apparatus control and transitions within the performance.

Handball

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size courts, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

Outfield positions:

- passing and receiving: shoulder, side wrist, bounce, feint, static and on the move, and jump pass
- shooting: set shot, jump shot and falling shot
- dribbling: using dominant and non-dominant hand to beat an opponent and create space
- marking: player with the ball and off the ball, denying space, intercepting passes and stealing the ball.

Goalkeeper:

- handling: catching and passing
- shot-stopping: from different heights and distances, diving and standing saves, dealing with penalties
- positioning: in relation to the shooter, narrowing the angle and anticipating.

Decision making may include:

Outfield positions:

- selecting the appropriate skill and its execution: for example, knowing when, where and which pass to use, when to dribble and retain possession or create space
- positioning and organisation in open play and at set pieces both in attack and defence.

Goalkeeper:

- selecting the appropriate skill and its execution: for example, knowing whether to catch/parry a shot
- positioning and organisation at set pieces, communication and accuracy of distribution.

Lacrosse

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size fields, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

Outfield positions:

- stance/footwork: defensive positioning
- passing and receiving: use of dominant and non-dominant hand, picking up ground balls, and receiving from different sides of the body and on the move
- carrying: using the cradling technique, dominant and non-dominant hand leading, and protecting the ball
- shooting: from different positions, angles and speed
- marking: player with the ball and off the ball, checking techniques, denying space, and interceptions
- dodging: including the face dodge, roll dodge and split dodge.

Goalkeeper:

- handling: catching and passing, ground balls and the cradling technique
- shot-stopping: from different heights and distances, and dealing with passes into scoring areas and penalties
- positioning: in relation to the shooter, narrowing the angle and anticipating.

Decision making may include:

Outfield positions:

- selecting the appropriate skill and its execution: for example, deciding when to pass, where to pass, which type of pass to use, when to run with the ball, when to retain possession and how best to create or exploit space
- positioning and organisation in open play and at set pieces both in attack and defence.

Goalkeeper:

- selecting the appropriate skill and its execution: for example, knowing whether to catch/parry a shot, and when to intercept a cross
- positioning and organisation at set pieces, communication and accuracy of distribution.

Netball

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size courts, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

- stance and footwork: defensive stance, pivoting and stopping/landing
- passing and receiving: chest, bounce, overhead, shoulder, static, on the move and in the air
- shooting (GS and GA only): static, planting and stepping in
- marking: player with the ball and off the ball, denying space, intercepting passes, and screening/shielding
- dodging: feint, half roll / roll-off and sprint
- rebounding (GA, GS, GD and GK only).

Decision making may include:

- selecting the appropriate skill and its execution: for example, deciding when to pass, where to pass, which type of pass to use
- positioning and organisation in open play and at set plays both in attack and defence.

Paddlesport (canoeing **or** kayaking)

Candidates may be assessed in one paddlesport activity only: canoeing or kayaking.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include canoeing, kayaking or kayaking cross in a natural or man-made outdoor environment on a set course through a series of gates on moving water at grade 2 or above. Ideally these situations will be officiated.

Rescues should be performed on open, still water.

Skills may include:

Canoeing:

- launching/entering the canoe
- landing
- paddling forwards using J strokes and backwards using reverse strokes
- turning using sweep strokes, stern rudder, low brace and high brace, and bow rudder
- maintaining balance and directional stability
- support strokes: sculling and low brace (slap)
- capsize rescue techniques: T, X and H
- moving water techniques, ferry glide and cutting in and out
- stopping.

Kayaking:

- launching/entering the kayak
- landing
- paddling forwards, backwards and sideways using appropriate strokes
- turning using sweep strokes, stern rudder, low brace and high brace, and bow rudder
- moving water techniques, ferry glide and cutting in and out, and squeeze turn
- support strokes: sculling and low brace (slap)
- maintaining balance and directional stability
- capsize rescue techniques: T, X and H
- capsizing and re-entry or a roll
- stopping.

Decision making may include:

- selecting the appropriate skill and its execution: for example, which stroke to use and when
- selecting the appropriate course
- adapting decisions in response to other performers and environmental conditions.

Rowing

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include rowing or sculling on a recognised course in a natural or man-made outdoor environment over a set distance, typically between 1000 m and 2000 m. Ideally these situations will be officiated.

Candidates are required to perform one rowing or sculling event chosen from the list below.

sculling	**rowing (coxed)**	**rowing (coxless)**
individual	two	two
pair	four	four
	eight	eight

Skills may include:

- posture and position
- starting
- phases of rowing stroke: catch, draw, swing, finish, recovery and preparation for the catch
- rowing with square blades
- boat control: balance and timing
- change of pace / stroke rate
- finishing.

Decision making may include:

- adapting decisions in response to other boats and environmental conditions
- how fast to start
- when to change the stroke rate
- when to attack at the finish
- selecting the best line of travel (where appropriate).

Rugby (league **or** union)

Candidates may be assessed in one rugby activity only: league or union.

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size pitches, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

Common skills:

- handling and carrying the ball: picking up a stationary or moving ball, and falling on the ball
- passing and receiving: both hands, with and without spin, in either direction, and offloading
- running with the ball: balanced, beating opponents using side-step, swerve, change of pace/direction, dummy, and hand-off
- tackling: from front, side and rear.

Rugby league:

- playing the ball once tackled.

Rugby union:

- rucking: staying on feet, placing the ball, support play, clearing out, jackalling, and counter-rucking
- mauling: staying on feet, body position, support play, and rolling maul.

Specialist skills where appropriate:

- kicking: high ball, grubber, box, chip, positional, place or drop kicking, drop-out, and goal-kicking (conversion, penalty or drop goal)
- scrummaging: positions, roles, binding, and body/foot position.

Rugby union:

- line-out play: throwing in, jumping, lifting, and support play.

Decision making may include:

- selecting the appropriate skill and its execution: for example, knowing when and where to run, pass or kick
- positioning and organisation in open play and at set plays both in attack and defence.

Sailing

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include sailing a dinghy in the role of helmsperson, in a natural or man-made outdoor environment around buoys on a set course in a suitably challenging event, in wind conditions of at least 10 knots. Ideally these situations will be officiated.

Candidates can be assessed as an individual sailor or with one crew member.

Skills may include:

- launching a boat
- starting
- sail trim / points of sail: close haul (into the wind), reaching (wind on the beam) and running (wind on the stern)
- tacking to change direction
- gybing to change direction
- boat speed, control and steering
- deliberately capsizing and re-righting the boat
- finishing.

Decision making may include:

- adapting decisions in response to other boats and environmental conditions
- selecting the appropriate racing line
- positioning during the race.

Squash

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **singles** games on full-size courts, with standard equipment. Ideally these situations will be officiated.

Skills may include:

- serves: lob, backhand and power
- forehand and backhand shots: drives, volleys, boasts, drop shots, lobs and kill shots
- footwork and positioning.

Decision making may include:

- selecting the appropriate skill and its execution: for example, the most appropriate shot and accurate placement of the shot/serve
- positioning on the court and anticipation of the opponent's shots/returns.

Table tennis

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **singles** games, on full-size tables with standard equipment. Ideally these situations will be officiated.

Skills may include:

- serving: forehand and backhand, use of high toss, backspin and sidespin
- forehand and backhand shots: hits, flicks, smashes, loops, counter-hits, pushes/slices, chops, blocks and lobs
- application of spin to shots: topspin, backspin, sidespin and cork spin
- footwork and positioning.

Decision making may include:

- selecting the appropriate skill and its execution: for example, the most appropriate shot and accurate placement of the shot/serve
- positioning on the court and anticipation of the opponent's shots/returns.

Tennis

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **singles** games on full-size courts, with standard equipment. Ideally these situations will be officiated.

Skills may include:

- serving: flat, slice and kick, second serve and return of serve
- forehand and backhand shots: groundstrokes, volleys, overhead smashes, drop shots and lobs
- application of spin: topspin and backspin/slice
- footwork and positioning.

Decision making may include:

- selecting the appropriate skill and its execution: for example, the most appropriate shot and accurate placement of the shot/serve
- positioning on the court and anticipation of the opponent's shots/returns.

Trampolining

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include **two different individual** 10-bounce routines. Ideally these situations will be judged.

Candidates should demonstrate a variety of shapes and types of rotation appropriate to their level of ability.

Skills may include:

- shapes: tuck, straddle and pike
- twists: half, full and multiple twists
- landings: seat, back and front with twisting or rotation into and/or out of the movement
- somersaults: front (tuck and pike), back (tuck, pike and layout back), baranis and double-back somersaults.

Decision making may include:

- composition of the routine, order of the skills in the routine, difficulty of the routine and balance of the difficulty of the routine with quality of execution
- body awareness during the movements and the performer's response to situations such as the amount of height lost and travel.

Volleyball

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on full-size hard courts, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

- serving: tennis, float, jump with float and jump with topspin
- overhead shots: volleys, sets, spikes and blocks
- underarm shots: digs and emergency retrieves
- rebounding and reacting to the ball
- footwork and positioning.

Decision making may include:

- selecting the appropriate skill and its execution: for example, the most appropriate shot and accurate placement of the shot/serve
- positioning on the court and anticipation of the opponent's shots/returns.

Water polo

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include games on a full-size field of play, with standard equipment and full-sided teams. Ideally these situations will be officiated.

Skills may include:

Outfield positions:

- base position: eggbeater (treading water)
- movement in the pool: on front, on back, change of direction and raising up out of the water
- ball control: picking up the ball and receiving the ball
- passing short and long (dominant and non-dominant hand): wrist flick, sweep/sling, backhand and lob
- shooting (dominant and non-dominant hand): short, long and bounce
- dribbling: use of either hand, and close control
- challenging for possession: tackling, blocking and jockeying
- marking: players with the ball and players without the ball, denying space, and interceptions.

Goalkeeper:

- base position: eggbeater (treading water)
- movement in the pool: on front, on back, change of direction and raising up out of the water to shorten the outlet pass
- ball control: picking up the ball and receiving the ball
- passing short and long (dominant and non-dominant hand): wrist flick, sweep/sling, backhand and lob
- shot stopping from close range and long range, and bounce shots.

Decision making may include:

Outfield positions:

- selecting the appropriate skill and its execution: for example, knowing when, where and which pass to use, when to dribble and when to shoot
- positioning and organisation in open play and at set pieces both in attack and defence.

Goalkeeper:

- selecting the appropriate skill and its execution: for example, positioning to block/save shots, and when and where to pass
- positioning and organisation at set pieces, communication and anticipation of shots.

Windsurfing

The candidate is assessed in the selection and application of skills and decision making in authentic performance situations. Authentic performance situations would typically include windsurfing slalom or windsurfing racing in a natural or man-made outdoor environment around buoys on a set course in a suitably challenging event, in wind conditions of at least 10 knots. Ideally these situations will be officiated.

Skills may include:

- uphauling
- starting
- body position, balance and stance
- upwind and downwind technique: showing application of trim, balance, course made good (CMG), and sail setting and centreboard, if appropriate
- sail trim / points of sail: close haul (into the wind), reaching (wind on the beam) and running (wind on the stern)
- tacking to change direction
- gybing to change direction
- board speed and control
- footwork
- finishing.

Decision making may include:

- adapting decisions in response to other boards and environmental conditions, and selecting the appropriate racing line
- positioning during the race.

Assessment criteria for Component 2 Coursework

AO3: Apply and perform appropriate skills to produce performance			
Range of skills (10 marks)	**Quality of skills (10 marks)**	**Decision making (5 marks)**	**Overall performance (10 marks)**
Demonstrates almost all skills in authentic performance situations. 9–10 marks	Almost all skills are performed consistently with excellent levels of control, fluency and accuracy in authentic performance situations. 9–10 marks	Decision making is excellent in almost all authentic performance situations. 5 marks	The overall level of performance is excellent. The performer almost always produces the intended outcome in authentic performance situations. 9–10 marks
Demonstrates most skills in authentic performance situations. 7–8 marks	Most skills are performed consistently with very good levels of control, fluency and accuracy in authentic performance situations. 7–8 marks	Decision making is very good in most authentic performance situations. 4 marks	The overall level of performance is very good. The performer mostly produces the intended outcome in authentic performance situations. 7–8 marks
Demonstrates many skills in performance situations. 5–6 marks	Many skills are performed with competent levels of control, fluency and accuracy in performance situations. 5–6 marks	Decision making is competent in many performance situations. 3 marks	The overall level of performance is competent. The performer often produces the intended outcome in performance situations. 5–6 marks
Demonstrates some skills in performance situations appropriate to the ability of the performer. 3–4 marks	Some skills are performed with basic levels of control and with inconsistent fluency and accuracy in performance situations. 3–4 marks	Decision making is sometimes effective in performance situations. 2 marks	The overall level of performance is basic. The performer sometimes produces the intended outcome in performance situations. 3–4 marks
Demonstrates a few skills in performance situations appropriate to the ability of the performer. 1–2 marks	A few skills are performed inconsistently and with limited levels of control and with a lack of fluency and accuracy in performance situations. 1–2 marks	Decision making is ineffective in performance situations. 1 mark	The overall level of performance is limited. The performer rarely produces the intended outcome in performance situations. 1–2 marks
No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at **www.cambridgeinternational.org/eoguide**

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at **www.cambridgeinternational.org/adminzone**

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Physical Education (0413)
- Cambridge O Level Physical Education (5016)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, coursework from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Component 2 Coursework can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. Our access arrangement regulations can be found in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Physical activities for candidates with a disability

The centre should not prevent candidates from choosing this syllabus on the grounds of disability. We understand that some candidates with disabilities require adaptations to physical activities so that they can best demonstrate the relevant assessment objective. If you have a candidate who requires adaptations to physical activities, you should contact us before starting the course, or as soon as possible, at **info@cambridgeinternational.org** to agree suitable adaptations.

After the exam

Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances, your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2 to show likely future success

The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2029, 2030 and 2031

The syllabus has been reviewed and revised for first examination in 2029.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	• The syllabus aims have been updated. • We have included a description of how the syllabus can support students to develop as Cambridge learners. • A list of command words with definitions has been included. • A list of mathematical requirements has been included. **Subject content** • The subject content has been revised and updated. • The order of some of the content has changed and wording has been updated to improve clarity. • New content has been added, e.g. 2.2.2 Supplements. • Some content has been removed, e.g. leisure and recreation. • Numbers have been added to the sub-topics and sub-sub-topics, e.g. 1.1 and 1.1.1.
Changes to assessment (including changes to specimen papers)	• The wording of the assessment objectives has been updated. The newly worded assessment objectives mostly test the same knowledge and skills as in the previous syllabus. • The weightings of the assessment objectives have stayed the same. **Paper 1 Theory** • The number of marks for Paper 1 has changed to 70. • The duration of Paper 1 has changed to 1 hour 15 minutes. **Component 2 Coursework** • The number of marks for Component 2 has changed to 70 (35 marks for each physical activity). • The number of physical activities a candidate is assessed in has changed to **two**. • Candidates are now assessed in two physical activities from the list in the syllabus, subject to the activity combination requirements. • The list of physical activities has been revised and some physical activities are no longer available. • The assessment of performance should take place in authentic performance situations. • The assessment criteria have changed. Candidates will now be assessed against one set of assessment criteria for **all** physical activities. • There is no longer the use of Order of Merit forms. Information about the sample is entered on the Coursework Assessment Summary Form.
Other changes	• Coursework information and guidance are now included within this syllabus document.

Carry-forward arrangements	• It is not possible to carry forward marks achieved in a previous version of the syllabus.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2029 are suitable for use with this syllabus.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 3 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015.
Learn more at **www.cambridgeinternational.org/about-us/our-standards/**

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org

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