



FARINGDON
COMMUNITY COLLEGE

Year 12 Transition Booklet

A-Level Physical Education



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Course Breakdown

70% Theory (EXAM) • 30% Coursework (NEA)

<u>Paper 1:</u> Section A: Applied Anatomy and Physiology Section B: Skill Acquisition Section C: Sport and Society Written Paper	35 %	<ul style="list-style-type: none"> • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
<u>Paper 2:</u> Section A: Exercise Physiology and Biomechanics Section B: Sport Psychology Section C: Sport and Society and Technology in Sport Written Paper	35 %	<ul style="list-style-type: none"> • 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
<u>NEA / Coursework:</u> Practical performance in physical activity and sport – 15% Written analysis and evaluation of performance – 15%	30 %	<ul style="list-style-type: none"> • 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation

Year 1

- Applied anatomy and physiology - JS
- Skill acquisition - RJa
- Sport and Society - GGB
- Exercise physiology - JS
- Biomechanical movement - JS
- Sport psychology – RJa
- The role of technology in physical activity and sport – GGB

Year 2

- Applied anatomy and physiology - JS
- Information processing - RJa
- Exercise physiology - JS
- Biomechanical movement - JS
- Sport psychology - RJa
- Sport and society and the role of technology in physical activity and sport - GGB

	GREEN	AMBER	RED
<u>Cardiovascular system – YEAR 1</u>			
Impact of physical activity + sport on the health+ fitness of the individual			
Hormonal, neural and chemical regulation of responses during physical activity + sport			
Receptors involved in regulation of responses during physical activity.			
Transportation of oxygen			
Venous return			
Starling's law of the heart			
Cardiovascular drift			
Arterio-venous oxygen difference (A-Vo2 diff)			
<u>Respiratory system – YEAR 1</u>			
Understanding of lung volumes and impact on physical activity + sport			
Gas exchange systems at alveoli and muscles			
Hormonal, neural and chemical regulation of pulmonary ventilation during Physical activity and sport			
Receptors involved in regulation of pulmonary ventilation during physical activity			
Impact of poor lifestyle choices on the respiratory system			
<u>Neuromuscular system – YEAR 1</u>			
Characteristics and functions of different muscle fibre types for a variety of sporting activities			
Nervous system			
Role of proprioceptors in PNF			
Recruitment of muscle fibres			
<u>Musculo-skeletal system and analysis of movement – YEAR 1</u>			
Joint actions in the sagittal plane/transverse axis			
Joint actions in the frontal plane/sagittal axis			
Joint actions in the transverse plane/longitudinal axis			
Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction			
<u>Energy systems – YEAR 2</u>			
Energy transfer in the body			
Energy continuum of physical activity			
Energy transfer during short duration/high intensity exercise			
Energy transfer during long duration/low intensity exercise			
Factors affecting VO2 max aerobic power			
Measurements of energy expenditure			
Impacts of specialist training methods on energy systems			
<u>Diet and nutrition – YEAR 1</u>			
Exercise-related function of food classes			
Positive and negative effects of dietary supplements/ manipulation on the performer			

<u>Training methods – YEAR 1</u>			
Key data terms for laboratory conditions and field tests			
Physiological effects and benefits of warm up and cool down			
Principles of training			
Periodisation			
Training methods to improve physical fitness and health			
<u>Injury prevention – YEAR 2</u>			
Types of injury			
Methods used in injury prevention, rehabilitation and recovery			
Physiological reasons used for methods used in injury rehabilitation			
Importance of sleep and nutrition for improved recovery			
<u>Skill Acquisition – YEAR 1</u>			
Characteristics of skill			
Use of skill continua + justification of placement of skills on them			
Transfer of learning + impact on skill development			
<u>Structure of practice for learning – YEAR 1</u>			
Methods of presenting practice			
Types of practice			
How knowledge of skill classification informs practice structure/learning of skills			
<u>Principles and theories of learning and performance – YEAR 1</u>			
Stages of learning and how feedback differs between the different stages.			
Learning plateau			
Cognitive theories			
Behaviourism			
Social learning			
Constructivism			
Understanding of how theories of learning impact on skill development			
<u>Use of guidance and feedback – YEAR 1</u>			
Methods of guidance			
Understand the different purposes and types of feedback			
Understanding of how feedback and guidance impacts on skill development			
<u>Memory models – YEAR 2</u>			
General information processing model			
Whiting's information processing model			
Definitions of + the relationship between reaction time, response time, movement time			
Factors affecting response time			
Definitions of anticipation			
Strategies to improve response time			
Schmidt's schema theory			
Strategies to improve information processing			

<u>Sport psychology</u>			
<u>Aspects of personality – YEAR 1</u>			
The nature vs nurture debate in the development of personality			
Interactionist perspective			
How knowledge of interactionist perspective can improve performance			
<u>Attitudes – YEAR 1</u>			
Triadic model			
Changing attitudes through cognitive dissonance and persuasive communication			
<u>Arousal – YEAR 1</u>			
Theories of arousal			
Practical applications of theories of arousal and their impact on performance			
Characteristics of peak flow experience			
<u>Anxiety – YEAR 1</u>			
Types of anxiety			
Advantages and disadvantages of anxiety measures			
-			
<u>Aggression – YEAR 1</u>			
Difference between aggressive and assertive behaviour			
Theories of aggression			
Strategies to control aggression			
<u>Motivation – YEAR 1</u>			
Types of motivation			
Types of rewards			
Achievement motivation theory			
<u>Atkinson’s model of achievement motivation. – YEAR 2</u>			
Characteristics of personality components of achievement motivation			
Impact of situational component of achievement motivation			
Achievement goal theory			
Strategies to develop approach behaviours leading to improvements in performance			
<u>Social facilitation – YEAR 1</u>			
Social facilitation and inhibition			
Evaluation apprehension			
Strategies to eliminate the adverse effects of social facilitation and social inhibition			
<u>Group dynamics – YEAR 1</u>			
Group formation			
Cohesion			
Steiner’s model of potential and actual productivity, faulty group processes			
Ringelmann effect and social loafing			
Strategies to improve cohesion, group productivity and overcome social loafing			

<u>Goal setting – YEAR 1</u>			
Benefits of types of goal setting			
Principles of effective goal setting			
<u>Attribution theory – YEAR 2</u>			
Attribution process			
Weiner’s model and its application to sporting situations			
Link between attribution, task persistence and motivation			
Self-serving bias			
Attribution retraining			
Learned helplessness			
Strategies to avoid learned helplessness leading to improvements in performance			
<u>Self-efficacy and confidence – YEAR 2</u>			
Characteristics of self-efficacy, self-confidence and self-esteem			
Bandura’s model of self-efficacy			
Vealey’s model of self-confidence			
Effects of home field advantage			
Strategies to develop high levels of self-efficacy leading to improvements in performance			
<u>Leadership – YEAR 2</u>			
Characteristics of effective leaders			
Styles of leadership			
Evaluation of leadership styles for different sporting situations			
Prescribed and emergent leaders			
Theories of leadership in different sporting situations			
<u>Stress management – YEAR 2</u>			
Explanation of the terms ‘stress’ and ‘stressor’			
Use of warm up for stress management			
Effects of cognitive and somatic techniques on the performer			
Explanation of cognitive techniques			
Explanation of somatic techniques			
<u>Sport and Society</u>			
<u>Pre-Industrial (Pre -1780) – YEAR 1</u>			
Characteristics and impact on sporting recreation			
Characteristics of popular and rational recreation linked to the two-tier class system			
<u>Industrial and post-industrial (1780–1900) – YEAR 1</u>			
Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games)			
Industrial revolution			
Urbanisation			
Transport and communication			
The British Empire			

Provision through factories			
Churches and local authorities			
Three-tier class system (emphasis on middle class and working class)			
Development of national governing bodies			
Characteristics of sport			
Consideration of the changing role of women in sport			
The status of amateur and professional performers			
<u>Post World War II (1950 to present) – YEAR 1</u>			
Characteristics and impact on sport (limited to development of association football, tennis and athletics)			
Golden triangle – the interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies			
The changing status of amateur and professional performers			
Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century			
<u>The impact of sport on society and of society on sport – YEAR 1</u>			
<u>Sociological theory applied to equal opportunities</u>			
Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: • society • socialisation • social processes • social issues • social structures/stratification			
Understanding social action theory in relation to social issues in physical activity and sport			
Underrepresented groups in sport			
Understanding the terms equal opportunities, discrimination, stereotyping and prejudice			
The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport			
Benefits of raising participation			
The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport			
<u>Sport and society and the role of technology in physical activity and sport</u>			
<u>Concepts of physical activity and sport – YEAR 2</u>			
The characteristics and functions of key concepts and how they create the base of the sporting development continuum. Similarities and differences between them			
Physical recreation			
Sport			
Physical education			
School sport			
<u>Development of elite performers in sport – YEAR 2</u>			
The personal, social and cultural factors required to support progression from talent identification to elite performance			

The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance			
The key features of national governing bodies' whole sport plans			
The support services provided by national institutes of sports for talent development			
The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development			
<u>Ethics in sport – YEAR 2</u>			
Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.			
Positive and negative forms of deviance in relation to the performer			
<u>Violence in sport – YEAR 2</u>			
The causes and implications of violence in sport in relation to the performer, spectator and sport			
Strategies for preventing violence within sport to the performer and spectator			
<u>Drugs in sport – YEAR 2</u>			
The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance			
The physiological effects of drugs on the performer and their performance			
The positive and negative implications to the sport and the performer of drug taking			
Strategies for elimination of performance enhancing drugs in sport			
Arguments for and against drug taking and testing			
<u>Sport and the law – YEAR 2</u>			
The uses of sports legislation			
<u>Impact of commercialisation on physical activity and sport and the relationship between sport and the media – YEAR 2</u>			
The positive and negative impact of commercialisation, sponsorship and the media			
<u>The role of technology in physical activity and sport – YEAR 2</u>			
Understanding of technology for sports analytics			
Functions of sports analytics			
The development of equipment and facilities in physical activity and sport, and their impact on participation and performance			
The role of technology in sport and its positive and negative impacts			



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Course Expectations

Punctuality

Arrive for the start of the lesson. E-mail the staff member if you anticipate being late.

Attendance

E-mail the relevant member of staff in advance of the lesson that you are missing. They will either put work in your pigeonhole or e-mail to you/put on Google Classroom. You will need to do this + any homework by the next lesson.

Food

No eating within lessons.

Phones

Phones should be on silent and kept out of sight throughout the lesson.

Keeping up with deadlines

Homework/coursework deadlines must be met.

Failure to meet will result in parental and 6th form staff communication.

Organisation

Bring lever-arch folder and text book to every lesson. Sub-divide for each teacher.

These will be checked regularly.

Progress tests

These will take place every half-term and will be on the content from all 3 staff members.

Revise in preparation for these. Once given feedback, act on this to make improvements.

Want to do well?!

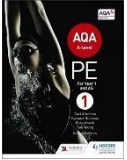
- Start as you mean to go on: Focus and contribute in lessons.
- 1 hour of independent work for every 1 hour lesson with a teacher.
- Re-write notes from lessons, producing revision materials as you are going along. Keep these in the correct section in your folder.
- Use a revision book or the internet to go over content from lessons that you don't quite understand.
- If struggling with a topic, pre-read the next section from the textbook before the lesson.
- Meet all deadlines.
- Ask for help before situations get out of control.
- Work to produce coursework of the highest possible standard.



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Recommended Reading

BOOKS



Atherton, C. Burrows, S. Howitt, R. Young, S. 2017 *AQA A-Level PE for Year 1 and AS*. Hodder Education (must be bought ahead of starting in September)



Atherton, C. Burrows, S. Howitt, R. Young, S. 2017 *AQA A-Level PE for Year 2 and AS*. Hodder Education



Young, S. Burrows, S. Byrne, M. 2017 *AQA My Revision Notes: AQA A-level PE*. Hodder Education

Revision app

- <https://apps.ankiweb.net/index.html>
- Download the app on your phone ready to start in September
- Regular use of this app will be expected throughout the duration of the course
- Decks of cards will be ready for you to use, but you can also then make your own to use (for any topic or subject).
- Any issues with costs, get in touch with us and we will help you out.

Anki Home Docs Support AnkiWeb

Powerful, intelligent flash cards.
Remembering things just became much easier.

[Download](#)

Remember Anything
From images to scientific markup, Anki has got you covered.

Remember Anywhere
Review on Windows, Mac, Linux, iOS, Android, and any device with a web browser.

Remember Efficiently
Only practice the material that you're about to forget.

About Anki

Anki is a program which makes remembering things easy. Because it's a lot more efficient than traditional study methods, you can either greatly decrease your time spent studying, or greatly increase the amount you learn.

Anyone who needs to remember things in their daily life can benefit from Anki. Since it is content-agnostic and supports images, audio, videos and scientific markup (via LaTeX), the possibilities are endless.
For example:

"The single biggest change that Anki brings about is that it means memory is no longer a haphazard event, to be left to chance. Rather, it guarantees I will remember something, with minimal effort. That is, *Anki makes memory a choice.*"
— Michael A. Nielsen, "Augmenting Learning Memory"

ARTICLES

On the school computers, access the 'Review magazines archive' via the Library resources folder on the main menu. There are hundreds of interesting PE articles that will aid your learning and revision throughout the duration of the course. This sort of extra work is what is expected of students looking to achieve top grades.

YOUTUBE CHANNELS

My PE Exam -

<https://www.youtube.com/channel/UCtQWDngwhYgmMjKyzZy2dUQ>

The PE Tutor -

https://www.youtube.com/channel/UCUVsiR1u_oSZ32CHQmD4Ug

James Morris –

<https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBlku3Xw>



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SUMMER TASKS and ACTIVITIES

THE BASICS

- If you would like to supply your own lever arch file and dividers, bring these with you to your first lesson in September. Alternatively, we can supply you with one.
- Ensure you have the necessary stationary and equipment (pens, pencils, ruler, calculator, lined paper, highlighters etc.)
- Ensure you have purchased the year 1 or combined year 1 and 2 textbook.
- Download the Anki app on your phone.

TASK 1

Levers in Sport

Using the YouTube clip below for background information and recapping from GCSE level, complete the table to demonstrate knowledge and understanding of levers within sport.

https://www.youtube.com/watch?v=d1wS_OIjzml

Lever Type	1 st Class	2 nd Class	3 rd Class
Diagram of Lever			
Where it can be found in the body Provide 2 examples			
Give 2 examples of where the lever system can be used in sport			
What is the mechanical advantage of the lever system?			
What is the mechanical disadvantage of the lever system?			

TASK 2

Training Programmes

Design a training programme for one of the sports performers listed below:

- Marathon Runner
- Long Jumper
- Shot Putt Thrower

Justify your choices of the key training methods you have applied within the program.

TASK 3

Biomechanics

Calculate the speed of Usain Bolt in the 100m. Time = 9.58 seconds

Calculate the speed of Mo Farah in the 5000m Time = 12 minutes 53 seconds

Calculate the speed of Allyson Felix in the 400m Time = 49.26 seconds

TASK 4

Sport Psychology

Complete the Personality Test.

<https://www.bbc.co.uk/teach/take-the-test-which-sport-suits-your-personality/z6dwbdm>

Explain the role personality plays on sporting performance.

TASK 5

Technology in Sport

Watch a sporting match of your choice. Create a Notational Analysis table including the key skills demonstrated within a game. Tally the number of times each skill is completed within a game by one of the individual performers.

TASK 6

Skill acquisition

Watch the linked video on skill classification up to 13 minutes.

https://www.youtube.com/watch?v=LYcbtd6v7mA&list=PLzh4kOin3WArL_EFstlxY3tGb5JkKkFqS

Pause and rewind as much as you need to and create Cornell notes as you watch. An example of what these should look like and a link to a video explaining how to do them is on the following page.

This is a method you will be asked to use frequently in preparation for starting a new topic. You will either be asked to watch a short video or read an article and take notes from it.

Cornell Notes

Watch linked video below before attempting:

https://www.youtube.com/watch?v=nX-xshA_0m8

PNF	
<p><u>QUESTIONS</u></p> <p>What does PNF stand for? Number of people usually <u>involved</u>?</p> <p>What is the most practical PNF technique called?</p> <p>What are the 3 main phases of PNF?</p>	<p><u>KEY INFORMATION</u></p> <p>Proprioceptive neuromuscular facilitation 2 – Has to be done with a partner</p> <p>CRAC (contract-relax-antagonist-contract)</p> <p>1) passive stretch with partner. Leg extended until tension felt (around 30 seconds) 2) individual then isometrically stretches the muscle for at least 10 secs by pushing their leg against their partner. Partner supplies just enough resistance to hold the leg in a stationary position. 3) passive stretch is then repeated with partner – muscle stretches further</p>
<p>What are the two types of proprioceptors working during PNF?</p> <p>Where are they located?</p> <p>What is the role of muscle spindles? What info do they send to the CNS?</p> <p>What does the CNS do with this info?</p> <p>What is the role of golgi tendon organs? In PNF?</p> <p>What is autogenic inhibition?</p>	<p>Muscle spindles and golgi tendon organs</p> <p>Muscle spindles - between skeletal muscle fibres. Golgi tendon organs – between the muscle fibre + tendon.</p> <p>They are stretch receptors that provide info to the CNS about how fast and how far a muscle is being stretched.</p> <p>CNS sends an impulse back to the muscle telling it to contract, which triggers the stretch reflex. This reflex action that causes the muscle to contract to prevent over-stretching reduces the risk of injury. - occurs in passive stretch phase of PNF.</p> <p>They detect levels of tension in a muscle. When the muscle is contracted isometrically in PNF, they sense the increase in muscle tension and send inhibitory signals to the brain which allows the antagonist muscle to relax and lengthen. Known as autogenic inhibition.</p>

Take notes first whilst watching/listening to the video or screencast. Pause and rewatch sections as much as you like. Ask lots of specific questions in the left column that you have answered in your notes. You can do this in one go, or watch a section, make notes and create questions, then repeat for next section.



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NEA Guidance

As well as your written examination, you are required to complete an area of Non-Examined Assessment (NEA).

It is worth 30% of your final grade and requires you to complete the following:

- Be assessed in one sport of your choice (from the list) in a full competitive situation
- Complete a verbal/written analysis of

performance. This will be internally assessed and externally moderated.

Practical Performance (45 marks)

In your practical performance you will be assessed against the following assessment objectives.

You will be assessed for all activities in the following skills:

Area of assessment 1: Technical quality – Aspect 1 (Attacking/Event 1) - 15 marks
Area of assessment 2: Technical quality – Aspect 2 (Defending/Event 2) - 15 marks
Area of assessment 3: Application of strategic/tactical awareness - 15 marks

Player/performer: Area of assessments 1 and 2

Detailed guidance explaining the relevant skills/techniques is outlined for each activity.

Player/performer: Area of assessment 3

You will be assessed on their execution and performance of the following considerations:

- General strategies employed to achieve the overall aim/objective
- Specific tactics that help achieve the strategies/decision making skills game or performance plans related specifically to attacking and defensive play
- Specific set plays to outwit an opponent
- Ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach.

Written/Verbal Analysis of Performance (45 marks)

You are required to analyse and evaluate, using your knowledge of the specification, a performance of a player in one activity from the specific list. This can be either your own performance or the performance of another person.

You can complete this in either:

- A purely written format or
- A combination of a written presentation with additional verbal explanation

You will be assessed on your performance analysis assessment in the following two skills Analysis (20 marks)
Evaluation (25 marks)

Your weaknesses must:

- Link to the core skills of the performance
- Be from area of assessment 2 and 3 (**NOT 1**)
- Be from a competitive context

You may choose just one cause/corrective measure (to show depth of knowledge or you may choose to discuss more than one relevant cause/corrective measure (to show breadth and depth)

You need to analyse a weakness from:

- AA2 (defensive/event 1)
- AA3 (strategies and tactics/Event 2)

The emphasis here is on your ability to identify weakness in your own performance or the performance of another, i.e. at A-level 2 weaknesses; 1 from Area of assessment 2 and one from Area of assessment 3.

You need to use your knowledge of the course in order to provide a detailed breakdown of the technique. You will need to discuss aspects from as many areas of the course as you can.

Practical Performance (15% and 45 marks)

You will need to assume one role only. This can be either a performer or a coach. Your chosen sport MUST come from the agreed activity list (appendix 1)

Each sport has 3 areas of assessment. These can be classed as follows:

- **Area of assessment 1 (AA1)** which is your attacking skills/event 1 or dance 1
- **Area of assessment 2 (AA2)** which is your defending skills/ event 2 or dance 2
- **Area of assessment 3 (AA3)** which is your tactics and strategies or choreography.

For whichever sport you choose, there are several factors that must be taken into account:

- The performance must be done in a fully recognised version of the activity
- There are two exceptions
 - o Dance – must be in a formal setting with an audience
 - o Climbing – Must have natural features that challenge the climber

Each sport has a particular set of skills that will be used to form the basis of your assessment. For each sport, these are listed in appendix 2.

To summarise each area of assessment

AA1 and AA2

- How well you perform core and advanced skills in a fully competitive environment
- How accurate and successful these skills are
- The level of competition you are performing at
- The level of fitness you have for your activity
- The level of psychological control you have for your activity

AA3

- The level of motivation and commitment you show
- Your understanding and application of rules within your activity
- Your ability to use advanced strategies and tactics or the ability to compose routines for your activity
- The use of different skills and techniques to affect the performance

How to record evidence?

You (and it is your own responsibility, not ours) need to record yourself performing. You need to try and gather as much evidence as you can. This will provide you with the best opportunity to get the highest mark.

When recording yourself you need to follow these guidelines:

- You need to be performing at your highest level
- It must be the full version of your sport (e.g. not 5 a side)
- It must be clear and you must be able to be identified
- You should stay in shot throughout performance but also use a wide angle so the examiner can see what is going on in the game
- You will need to include a commentary/narration of your evidence. A 'voice over' might be best.
- You will need evidence of all three Areas of assessment.

Analysis and evaluation task (15% and 45 marks)

You will be required to analyse and evaluate your own or someone else's performance using appropriate theoretical content from the specification.

You can complete this in two ways

- A written piece of work (you will be doing this)
- A mixture of written and additional verbal explanation

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582> (SPECIFICATION - has all the details.)

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Kayaking (flat water) (white water)		Event/race 1 Down water skills	Event/race 2 Up water skills	Tactics and strategies
Lacrosse		Attacking skills	Defensive skills	Tactics and strategies
Netball		Attacking skills	Defensive skills	Tactics and strategies
Rock climbing	Can be indoor or outdoor	Climb 1	Climb 2	Tactics and strategies
Rowing		Bow side	Stroke side	Tactics and strategies
Rugby league	Cannot be tag rugby	Attacking skills	Defensive skills	Tactics and strategies
Rugby union	Can be assessed as 7's or 15 a side (not tag)	Attacking skills	Defensive skills	Tactics and strategies
Sculling		Race 1	Race 2	Tactics and strategies
Skiing	Outdoor/indoor on snow Must not be dry slopes	Race 1	Race 2	Tactics and strategies
Snowboarding	Outdoor/indoor on snow Must not be dry slopes	Race 1	Race 2	Tactics and strategies
Squash		Attacking skills	Defensive skills	Tactics and strategies
Swimming	Not synchronised swimming	Stroke/race 1	Stroke/race 2	Tactics and strategies
Table tennis		Attacking skills	Defensive skills	Tactics and strategies
Tennis		Attacking skills	Defensive skills	Tactics and strategies
Trampolining		Routine 1 (compulsory)	Routine 2 (voluntary)	Tactics and strategies
Volleyball		Attacking	Defensive skills	Tactics and strategies

Activity	Comments	Area of assessment 1	Area of assessment 2	Area of assessment 3
Amateur boxing		Attacking skills	Defensive skills	Tactics and strategies
Association football	Cannot be five-a-side or futsal	Attacking skills	Defensive skills	Tactics and strategies
Athletics		Event 1	Event 2	Tactics and strategies
Badminton		Attacking skills	Defensive skills	Tactics and strategies
Basketball		Attacking skills	Defensive skills	Tactics and strategies
Camogie		Attacking skills	Defensive skills	Tactics and strategies
Canoeing (flat water) (white water)		Event/race 1 Downstream skills	Event/race 2 Upstream skills	Tactics and strategies
Cricket		Batting skills	Bowling/fielding skills (including wicket keeping)	Tactics and strategies
Cycling	Track or road cycling only	Event/race 1	Event/race 2	Tactics and strategies
Dance		Dance 1	Dance 2	Choreography
Diving	Platform diving	Six dive routine	Six dive routine	Tactics and strategies
Equestrian		Flat work	Jumping	Tactics and strategy
Gaelic football		Attacking skills	Defensive skills	Tactics and strategies
Golf		Short irons (7-wedges)/ putting	Long irons (driver-6 iron)	Tactics and strategies
Gymnastics	Floor routines and apparatus only	Piece of equipment 1	Piece of equipment 2	Tactics and strategies
Handball		Attacking skills	Defensive skills	Tactics and strategies
Hockey	Must be field hockey, not ice hockey or roller hockey	Attacking skills	Defensive skills	Tactics and strategies
Hurling		Attacking skills	Defensive skills	Tactics and strategies

EXAMPLE

Association football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (cannot be 5-a-side or futsal).

Outfield player

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Outfield player. Receiving the ball – control using both feet and thigh. Passing – (dominant foot) – short and long – along the floor, lofted, chip and driven. Dribbling – close control, use of inside and outside of dominant foot. Shooting – short and long range with dominant foot. Half volley, header.	Outfield player. Receiving the ball using chest and head to control the ball. Passing – use of inside and outside of dominant foot. Use of non-dominant foot for short and long passes. Use of inside of non-dominant foot. Dribbling – use of inside and outside of non-dominant foot. Shooting – volley. Use of inside and outside of dominant foot to add spin/swerve/dip. Short and long range with non-dominant foot.
Area of assessment 2 – Defensive skills	Tackling – block, lunge. Heading – distance and height. Clearance – height and distance.	Tackling – slide. Clearance – ability to find teammate higher up the pitch. Heading – finding team mate with header.
Area of assessment 3 – Tactics and strategies	Role at corners. Set play. Role in formation. Tracking back. Man-to-man marking. Range of passing. Decision making – when to pass/dribble/shoot or decision making when to tackle/jockey.	Jockeying. Ability to play in two or more roles in a variety of formations (eg CDM role in 442 and CB in back four). Interception of pass. Zonal marking.