

International General Certificate
of Secondary Education

PHYSICAL EDUCATION 0413

For examination in June and November 2010

Syllabus

www.PapaCambridge.com

CIE provides syllabuses, past papers, examiner reports, mark schemes and more on the internet.
We also offer teacher professional development for many syllabuses. Learn more at www.cie.org.uk

Physical Education

Syllabus Code: 0413

CONTENTS

	<i>Page</i>
INTRODUCTION	1
SYLLABUS SUMMARY	2
SYLLABUS AIMS	3
ASSESSMENT OBJECTIVES	3
SCHEME OF ASSESSMENT	4
SYLLABUS CONTENT	6
GRADE DESCRIPTIONS	14
FURTHER INFORMATION AND TRAINING FOR TEACHERS	14
SPECIMEN ACTIVITIES	15
APPENDIX A: NOTES OF GUIDANCE ON COURSEWORK	30
APPENDIX B: COURSEWORK FORMS	36

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

Aims
Assessment Objectives
Assessment
Curriculum Content.

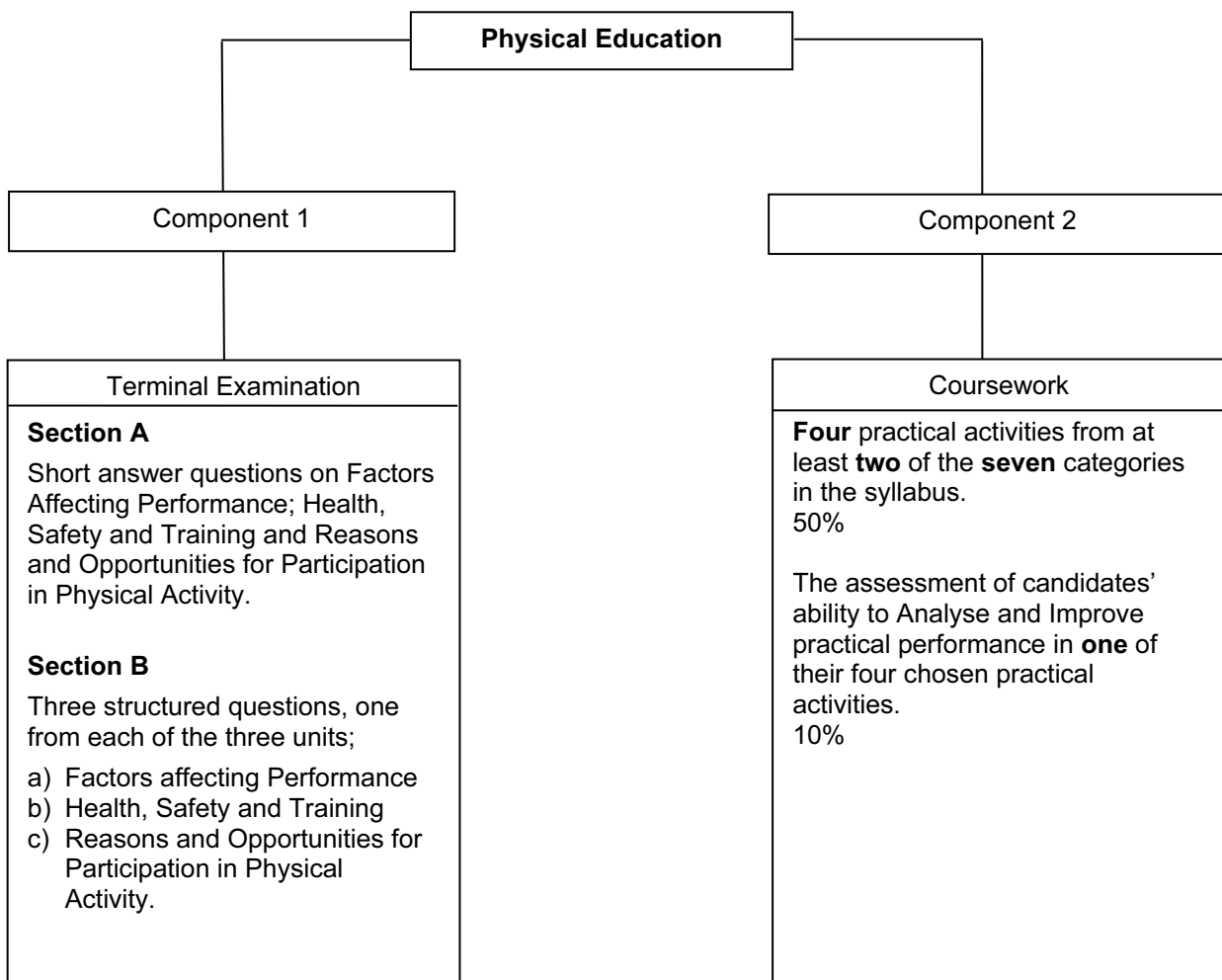
The IGCSE subjects have been categorised into groups.

Physical Education falls into Group V, Creative, Technical and Vocational, of the International Certificate of Education (ICE) subjects.

All components for this syllabus are available in the June and November sessions. Coursework for the June session should be submitted by 30 April. Coursework for the November session should be submitted by 30 October.

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

The syllabus has the following key features:



This subject will be shown on the IGCSE certificate as PHYSICAL EDUCATION.

SYLLABUS SUMMARY

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two year courses for examination at age 16-plus.

SCHEME OF ASSESSMENT

Component	Name	Duration	Weighting
1	Paper 1	1 hour 45 min	40%
2	Coursework	-	60%

Candidates take one paper and coursework. Grades available are A*-G.

Paper 1 is made up of three units.

- Factors Affecting Performance
- Health, Safety and Training
- Reasons and Opportunities for Participation in Physical Activity

Coursework is made up of seven categories of practical activity:

- Games
- Gymnastic Activities
- Dance
- Athletic Activities
- Outdoor and Adventurous Activities
- Swimming
- Combat Activities

Question Paper Requirements

The question paper consists of short answer and structured questions on each of the three units.

Coursework Requirements

Coursework requires candidates to offer a minimum of four activities from two of the seven categories. In assessing practical activities, the following assessment objectives must be met (60% total weighting):

Planning, Performing and Evaluating to account for 50%;

Analysing and Improving to account for 10%.

Assessment will be conducted by the Centre and internally standardised by the Centre with moderation of video evidence by a CIE appointed Moderator.

Candidates are placed in physically demanding situations when taking part in practical activities. The Head of Physical Education or equivalent should ensure that the health and safety of candidates is maintained when candidates are engaged in practical activities as part of this course.

SYLLABUS AIMS

Candidates should be encouraged to improve:

- their ability to plan, perform, analyse and improve, and evaluate physical activities;
- their knowledge, skills and understanding of a range of relevant physical activities.

ASSESSMENT OBJECTIVES

- **Assessment Objective 1**

Candidates should be able to demonstrate physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.

- **Assessment Objective 2**

Candidates should be able to demonstrate an ability to analyse and improve their own and others' performance.

- **Assessment Objective 3**

Candidates should be able to demonstrate knowledge and understanding of:

- the factors affecting performance;
- the health and safety aspects of physical activity including the advantages and risks associated with a range of training strategies and techniques;
- the reasons for participating in physical activity.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the following grid:

Assessment Objectives	Components	
	Question Paper	Coursework
Assessment Objective 1	-	50
Assessment Objective 2	-	10
Assessment Objective 3	40	-
Total	40	60

SCHEME OF ASSESSMENT

The scheme of assessment consists of one question paper and coursework. The full range of grades (A*-G) is available. There are no options.

QUESTION PAPER (AVAILABLE GRADES A* TO G)

The question paper assesses candidates' knowledge and understanding in relation to the content. Candidates are also required to demonstrate skills of description, interpretation and evaluation. The question paper has a weighting of 40% of the syllabus total and is divided into two sections which last for 1 hour 45 minutes.

SECTION A

Short answer questions on

- Unit 1 Factors Affecting Performance
- Unit 2 Health, Safety and Training
- Unit 3 Reasons and Opportunities for Participation in Physical Activity.

SECTION B

Three structured questions and differentiated questions, one on each unit.

- Unit 1 Factors Affecting Performance
- Unit 2 Health, Safety and Training
- Unit 3 Reasons and Opportunities for Participation in Physical Activity.

COURSEWORK

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities worth 50% of the syllabus total. Centres must access the IGCSE Physical Education Coursework Guidance Booklet (2nd Edition).

The **four** practical activities must be chosen from a minimum of **two** of the seven categories outlined.

- Games Association Football, Badminton, Basketball, Cricket, Goalball, Golf, Hockey, Netball, Rounders, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball.
- Gymnastic Activities Artistic Gymnastics (floor and vaulting), Figure Skating (Individual), Rhythmic Gymnastics, Trampolining.
- Dance Educational Dance, Folk Dance, Historical Dance, Social Dance, Theatrical Dance (max 2 dance styles).
- Athletic Activities Cross Country Running, Cycling, Track and Field Athletics, Weight Training for fitness.
- Outdoor and Adventurous Activities Canoeing, Hill Walking and Campcraft or Hostelling, Horse Riding, Orienteering, Rock Climbing, Rowing, Sailing, Skiing, Snowboarding, Wind Surfing.
- Swimming Competitive Swimming, Life Saving, Personal Survival.
- Combat Activities Judo, Karate.

In addition candidates are assessed on their ability to analyse and improve their own or another's performance in **one** of their chosen practical activities, worth 10% of the syllabus total.

MODERATION

All coursework is marked by the teacher and internally standardised by the Centre. Coursework mark sheets, video recorded evidence of candidates' performance in practical activities and evidence of their analysing ability are then submitted to the CIE appointed Moderator. The final date for submission of this evidence will normally be mid-April in the year of the examination for the June session and mid-October for the November session.

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

Centres will be expected to provide recorded evidence of performance of a sample of five candidates from across the ability range in each of the practical activities offered by the Centre. In addition, Centres must provide written evidence to show candidates' ability to analyse their own or others' performance and be able to suggest ways in which the performance might be improved. Centres may also choose to record video evidence of candidates being interviewed and demonstrating their ability to analyse and improve performance in their chosen activity. This evidence needs to be provided for a sample of five candidates from across the ability range in at least two activities.

MINIMUM COURSEWORK REQUIREMENTS

If a candidate submits no work for the coursework component, then the candidate should be indicated as being absent from that component on the coursework mark sheets submitted to CIE. If a candidate completes any work at all for the coursework component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

SPECIAL ARRANGEMENTS

For candidates who are unable to complete the full assessment of coursework or whose performance may be adversely affected through no fault of their own, teachers should consult the procedures which can be found in the Handbook for Centres. Applications for special arrangements in such cases should be made as early as possible during the course.

AUTHENTICATION

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

DIFFERENTIATION

In the question paper, differentiation will be achieved by outcome and by the use of structured questions each of which incorporates an incline of difficulty. The questions will be designed to allow candidates to demonstrate what they know, understand and can do.

Differentiation in coursework will be by outcome.

AWARDING OF GRADES

The question paper will have a weighting of 40% and coursework a weighting of 60%.

A candidate's marks for the two components will be combined with the appropriate weighting to give the candidate's total mark for the syllabus. Candidates failing to achieve the minimum mark for grade G will be ungraded.

SYLLABUS CONTENT

The following areas of study are designed to contribute to the development of understanding and knowledge of the principles involved in safe health-related exercise. All these sections are inter-related.

Unit 1: Factors affecting Performance

Candidates should develop knowledge and understanding of:

- **Skill**

Definition of skill.

Types of skill, basic and complex, fine and gross motor skills, open and closed continuum.

Factors affecting variations in skill level, age and maturity

motivation, anxiety, arousal

conditions, facilities, environment

teaching and coaching.

Learning skills.

Simple information processing model; what is meant by the terms input, decision making, output, feedback.

Types of feedback; intrinsic, extrinsic, knowledge of performance, knowledge of results.

The importance of feedback.

How you learn a new skill; considerations –

limited channel capacity, overload

only do a little, instructions should be simple,

demonstration should be simple.

When you first do movement it goes into short term memory.

Practice.

Movement goes into long term memory.

- **Motivation and Mental Preparation**

Meaning of motivation

Types of motivation

Intrinsic and extrinsic.

Rewards and incentives.

Arousal and performance; how one is affected by the other.

Physiological responses of the body to arousal;

production of adrenaline,

increased heart rate,

increased respiration;

muscles tense in readiness for action.

Inverted U Theory (Yerkes-Dodson Theory)

Causes of over-arousal.

Causes of decline in performance; anxiety.

Need for relaxation and visualisation.

Goal setting – SMARTER (specific, measurable, agreed, realistic, time-phased, exciting, recorded). As a means of controlling anxiety.

Mental rehearsal.

- **Skeleton and joints**

The four major functions of the skeleton:

- shape and support
- movement
- protection
- blood production.

Examples from major bones of body to highlight these functions.

Relevance to performance and participation in physical activity.

Examples of different types of joints:

- fixed or immovable joints/fibrous joints
- slightly movable joints/cartilaginous joints
- freely movable joints/synovial joints.

Be able to describe the components of each type of joint.

Describe the range of movements which includes:

- flexion, extension, rotation, abduction and adduction

Ligament, cartilage and synovial fluid problems.

- **Muscles and tendons**

How muscles and their composition, function and action affect movement and performance: fast twitch for power and strength activities, slow twitch for endurance activities.

How activities and exercise affect the composition and efficiency of muscles, focusing on:

deltoid
trapezius
pectorals
biceps
triceps
latissimus dorsi
abdominals
gluteals
quadriceps
hamstrings
gastrocnemius.

How improved muscle functioning can improve performance and participation in physical activities.

The role of antagonistic pairs, prime movers and synergists during a range of physical activities, using examples from the muscles listed above.

The role and function of tendons during movement.

- **Circulatory and respiratory systems**

Components of blood and the functions of plasma, red cells, white cells, platelets.

The effect of haemoglobin in red blood cells.

How red blood cells are affected when people live at altitude.

Illness/conditions that result from an imbalance in blood cells e.g. haemophilia, anaemia, and the effect this could have on a person's ability to participate in sports.

How the circulatory and respiratory systems affect performance and participation levels:

lactic acid and oxygen debt tolerance
duration of activity
recovery rate.

How activity and exercise develop and affect the efficiency of the circulatory and respiratory systems:

stronger heart muscle
increased stroke volume and cardiac output
lower resting heart rate
more efficient gaseous exchange
increased vital capacity
tidal volume
oxygen debt tolerance.

The difference between aerobic and anaerobic work and the effect of lactic acid production on performance, with examples from specific physical activities.

- **Fitness**

Simple definition of fitness.

Components of fitness; measurement and explanation, with example, of each of the following.

Health related fitness: cardio-vascular endurance (aerobic fitness).

body composition,
flexibility,
muscular endurance,
speed,
stamina,
strength.

Skill related fitness:

agility,
balance,
co-ordination,
power,
speed of reaction, timing.

Health related exercise programme.

Tests of cardio-vascular fitness;

12 minute run (Cooper Test),
Multi Stage Fitness Test.

Factors which affect fitness.

Fitness, graphs/charts/data; understanding, dissemination of information.

Maximum oxygen uptake ($\dot{V}O_2$ max.) as a measurement of cardio-vascular fitness.

Plan a health-promoting exercise programme; considerations, involve FITT (frequency, intensity, time, training activity).

- **Physique**

Understand the term physique.

Three extreme body types;

Endomorph – fat – degree of fatness,
Mesomorph – muscular – degree of muscularity,
Ectomorph – thin – degree of linearity.

Examples of each body type, from different sports.

Advantages of certain body types for certain sports e.g.;

gymnast,
high jumper,
rugby prop forward

- **Drugs**

Definition – any chemical introduced to the body which affects how the body works.

Doping; term used to improve performance by taking drugs.

Reasons why sports persons take drugs.

Types of drugs identified as performance enhancing and banned by the International Olympic Committee;

Stimulants,
Narcotic-analgesics,
Anabolic agents,
Diuretics,
Anxiety reducing drugs,
Peptide hormones and analogues,
Drugs subject to certain restrictions; alcohol, marijuana, beta blockers.

Types of drugs and their reactions on the body.

Blood doping.

Other drugs, which may be socially accepted;

Smoking; dangers and the long term effects.
Alcohol; dangers and the long term effects.

Unit 2: Health, Safety and Training

Candidates should develop knowledge and understanding of the principles of:

- **Health**

Simple definition of health.

World Health Organisation (WHO) definition – a state of complete physical, mental and social well-being.

Physical well-being;	all body systems work well, free from injuries and illnesses, able to carry out everyday physical tasks.
Mental well-being;	able to cope with stress, can control emotions, feel good about yourself.
Social well-being;	have essential human needs, food, clothing and shelter, have friendship and support, have some value in society, able to mix with others.
Health and fitness;	need for a healthy lifestyle, need to eat a balanced diet, need to take regular exercise, need to avoid drugs and pollution.

- **Diet**

The body needs nutrients for energy, growth and repair of cells. These nutrients are proteins, carbohydrates, fats, vitamins and minerals. Also water and fibre.

Consider proteins, carbohydrates, fats, vitamins, minerals, water and fibre; why they are important in the diet, examples of sources in food, if and why they are useful sources of energy.

Different energy requirements;

Teenagers need more energy than young children.

Males tend to need more energy than females.

Athletes need more energy than non-athletes.

People with active lifestyles need more energy than people with non-active lifestyles.

Energy balance; daily energy food intake needs to balance daily energy need.

Unused energy is stored as fat. Person risks becoming obese.

- **Games: Safe Practice**

Schoolteachers have a responsibility to ensure that Physical Education activities are undertaken in a safe and secure environment.

Some activities are exciting because they are challenging and there is an element of risk.

Participants need to be aware of

- the correct clothing and safety equipment to be used,
- how to check and handle equipment,
- know safety arrangements,
- know how to assist and support other pupils,
- adhere to a code of behaviour,
- recognise the need to warm up and cool down after exercise,
- be able to give examples of the above in a practical situation.

Safety rules and regulations. These will differ from activity to activity.

Participants should be able to outline the safety arrangements, potential dangers, rules and regulation in one activity/game from each of the seven categories of activities.

- **Injuries**

Minor injuries are an acceptable part of playing sport. More serious injuries are less acceptable and may be avoided.

Prevention of some injuries may be possible if the participant

- warms up and cools down correctly,
- uses the correct equipment,
- knows the rules and regulations,
- checks if the surface and facilities are safe to use,
- does not participate when tired,
- ensures that a teacher is always present.

Types of injuries. Can vary from simple to very severe.

Simple treatment for the following;

winding,
simple cut or graze,
blisters,
bruises,
muscle, tendon and ligament injuries,

RICE (Rest + Ice + Compression + Elevation)

Causes of injuries;

many and varied but mainly;
impacting with ground or hard surface;
impacting with another person,
sudden or twisting movement,
environment (hot or cold, wet or dry),
lack of preparation; warm up, cool down,
inadequate clothing,
not following instructions.

• Exercise and Training

Exercise is an important component of a healthy lifestyle.

Exercise has physical, mental and social benefits.

Exercise works on all the body systems.

Movement occurs when muscles contract.

Muscles obtain energy from food. Some glucose is stored in the muscles and liver as glycogen.

Cells get energy from glucose in the process called respiration.

Aerobic respiration uses oxygen to produce energy:

Glucose + Oxygen → Energy + Carbon Dioxide + Water

When aerobic exercise occurs;

muscles contract and some energy is used,
muscle contractions produce heat – warm up,
carbon dioxide is excreted by the lungs.

Need aerobic exercise when one exercises over a lengthy period of time. Examples of type of exercise.

Anaerobic respiration occurs without oxygen:

Glucose → Energy + Lactic Acid

When anaerobic exercise occurs;

less energy is produced than aerobic respiration,
lactic acid produced causes pain and fatigue. Muscles are less efficient and eventually stop working;
lactic acid is removed by breathing in more oxygen. This extra oxygen at the end of anaerobic exercise is called oxygen debt.

Anaerobic respiration is used for short periods of intense exercise.

Examples.

Training is a programme and a procedure used to improve performance.

Training principles are;

Specificity
Overload
Progression
Reversibility

The effects of too much exercise through over-training.

Training methods; explanation of different types and their benefits;

Circuit training – explanation of different types and exercises.

Weight training (strength training) – a method of training using weights. Training can be;

Isotonic (Dynamic) – involves muscle shortening. Examples,
advantages and disadvantages.

Isometric (Static) – muscles contract but stay the same length. Examples,
advantages and disadvantages.

Plyometrics – alternative method of power training.

Fartlek training – method of training which improves aerobic and anaerobic energy systems. Example of this type of Fartlek training.

Used in a variety of sports e.g. cycling and skiing.

Advantages and disadvantages.

Continuous training – a method of training which requires participants to run, swim, cycle

Resistance training – a method of training which requires athletes to work against (resistance).

Advantages and disadvantages.

Interval training – a method of training which involves periods of fast work and periods of recovery (slow work or rest). The recovery period enables the lactic acid in muscles to be removed.

Advantages.

Effect of exercise on the heart, circulatory and respiratory systems. Response of the heart;

measurement of heart rate per minute;

stroke volume and cardiac output.

(Cardiac Output = Stroke Volume x Heart Rate).

Responses of the circulatory system.

Responses of the respiratory system;

(Minute Volume = Tidal Volume x Respiratory Rate)

Examples of breathing changes with exercise.

How the body controls body temperature.

Training effects of exercise on the following major organ and systems of the body, especially the heart; the circulatory system, the respiratory system and the skeletal muscles.

Unit 3: Reasons and opportunities for participation in physical activity

Candidates should develop knowledge and understanding of the principles of:

• Leisure and Recreation

Leisure time – the free time a person has when not working or sleeping.

Factors which determine what people do during leisure time;

their age,

interests,

social circumstances,

facilities available,

where people live.

Determinants of the growth in leisure activities;

advances in technology (in the work place) resulting in

people working shorter days,

having longer holidays,

more unemployed

improvements in health care, people live longer,

growth in leisure time activities,

growth in facilities.

Recreation is any voluntary activity a person might do during leisure time.

Physical recreation is any physical activity a person may choose to do during leisure time.

Reasons why people choose recreational activities.

Role and aims of local sports clubs.

Why clubs find the role of the volunteer essential.

Roles within a club may be Secretary, Treasurer, Chairperson, Fixtures/Membership Secretary, Coach.

How schools can support participation at all levels.

Role that schools play through lessons, examinations and extra curricular activities to promote participation.

• Facilities, Participation, Excellence

Facilities for physical activities vary depending on where people live.

Urban areas may have leisure centres, sports stadiums, specialist sports clubs.

Rural areas and remote areas are unlikely to have purpose built sports facilities but may have natural facilities for such activities as sailing, hill walking, rock climbing, etc.

Sport and recreation facilities may be controlled and run by;

local authorities

private companies,

voluntary organisations.

Local authority facilities normally own sports facilities but do not always run them.

Companies compete for chances to run the facilities.

Dual use facilities are often school sports facilities which are also used by the local community.

Private companies run sports facilities as a business in order to make a profit. These might be golf clubs, theme parks or holiday activity centres.

Voluntary organisations tend to cater for a local need. For example, local scout and youth groups, churches, large national charities; e.g. the Youth Hostels Association.

The location of sports facilities; main considerations.

Facilities catering for different groups; identify the groups.

Types of sports centres; range of activities and people they cater for.

Factors which encourage people to take part in physical activities.

Factors which determine excellence in sport.

Sponsorship – business provides financial support for an athlete, team or event/competition.

Advantages and disadvantages to a sponsor.

Advantages and disadvantages of sponsorship to the sport.

• Global events

The impact of global events on participation e.g. Olympic Games, Football World Cup.

Advantages and disadvantages to being the host nation.

- The development of facilities
- The development of training facilities
- How coaching systems are developed to ensure a high level of success, particularly the host nation

Social impacts of global events on a host nation.

Why both professionals and amateurs compete in the Olympic Games.

How education supports participation at the highest level through scholarships, sports colleges, trust funds.

The reasons why certain countries develop excellence in specific sports. Reasons should include: geographical, climatic, financial, traditional and cultural.

Identify certain countries and the sports they excel in.

Examples could include:

- Kenya/Ethiopia – middle/long distance running
- Brazil – football
- Nordic/alpine countries – skiing
- Fiji – Rugby sevens
- New Zealand – rugby
- Japan – Sumo wrestling
- Cuba – boxing

• Media

Types of media – television, radio, books, newspapers, magazines.

Positive influence of the media coverage;

- promotes sport,
- more people can see, hear, and read about sport,
- creates 'sports stars' which can have positive and negative effects on youngsters,
- can inform and entertain,
- if seen on television, sports can attract sponsorship, improving facilities, training and equipment.

Drawbacks of media coverage;

- more pressure on managers and teams to do well,
- players adopt a win at all cost attitude rather than playing for enjoyment,
- some may resort to cheating or the use of drugs,
- sports stars have less privacy due to media attention,
- media may demand changes in the law/rules of some sports, media may become very critical of referees'/officials' decisions.

Impact of television on sport;

- Sport occupies a large percentage of viewing time,
- Television allows viewers to see the biggest competitions in the world.
- Event/match analysis allows the viewer to see the events in great detail e.g. slow motion replays.

TV companies contribute to event prize money,
 Colour TV allows some sports to be seen which were not possible with black and white.
 e.g. Snooker, bowls.
 TV companies often decide, due to their financial support, which sports will be shown.
 Minority sports; positive and negative effects.

- **Access to Sport**

General availability of sport to all: some elements are common to all three headings below (e.g. women-only swimming sessions both develop sporting/recreational opportunities for women, and may also provide the only access to sport for women in some communities because of religious beliefs).

Campaigns and legislation to create equal opportunity:

Athletes with disability

rapid expansion in participation in disability sport, wider variety of activities available in schools and greater willingness to adapt sports to meet people's needs;
 improvement in facilities, both for those taking part and spectators;
 increase in number of coaches available, and in the number of coaches specialising in working with athletes with disability;
 open competitions, e.g. shooting, archery, creation of competitions where able-bodied athletes and athletes with disability may enter as a pair, e.g. European Dance Championships;
 Disability Games alongside able-bodied;
 greater social acceptability of people with disabilities;
 increase in number of role models who are also developing media roles in presenting their sport.

Gender

women encouraged to take part in sport;
 money for facilities, growth in popularity of certain activities targeted at women, e.g. step aerobics, swing into shape, emergence of role models;
 recognition that women can compete in events which, in the past, were considered too strenuous for women, e.g. marathon, triple jump, pole vault;
 men and women competing on equal terms, e.g. equestrian sport.

Social equality

the role of local community groups in developing traditional sports and activities for ethnic minority groups;
 the role of local groups in developing a sense of social inclusion through sporting activity programmes (N.B. may also apply in the case of athletes with disability);
 cultural attitudes, the relaxation of certain conditions to allow participation for certain cultures;
 affordable sports.

GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the syllabus; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. It might conceal a weakness in one aspect of the examination which is balanced by a better performance in another.

Grade F

Candidates demonstrate, through performance, some ability to interrelate planning, performing and evaluating whilst undertaking activity. They demonstrate a limited level of competence in their chosen physical activities.

Candidates analyse and improve some simple aspects of their own and others' performance.

Candidates know and understand some of the factors affecting performance: a limited number of health and safety aspects of physical activity, including a few advantages and risks associated with a range of training strategies and techniques; some of the reasons for participating in physical activity.

Grade C

Candidates demonstrate, through performance, a sound ability to interrelate planning, performing and evaluating whilst undertaking activity. They demonstrate competence in their chosen physical activities.

Candidates analyse and improve their own and others' performance with some success and understanding.

Candidates know and understand many of the factors affecting performance; many of the health and safety aspects of physical activity including several advantages and risks associated with a range of training strategies and techniques; many of the reasons for participating in physical activity.

Grade A

Candidates demonstrate effectively, through performance, the ability to interrelate planning, performing and evaluating whilst undertaking activity. They demonstrate a high level of competence in all their chosen physical activities.

Candidates analyse and improve their own and others' performance accurately.

Candidates know and understand most of the factors affecting performance; the majority of the health and safety aspects of physical activity including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activity.

FURTHER INFORMATION AND TRAINING FOR TEACHERS

In support of this syllabus CIE will make the following materials and services available to teachers:

- specimen papers and marking guidelines;
- coursework guidance material;
- a Report on the Examination, compiled by the Principal Examiner and Principal Moderator after each examination session;
- CIE Physical Education Coursework Video;
- Schemes of Work.

If you would like further information about this syllabus, please contact CIE. The address is given on the back cover of this syllabus booklet.

SPECIMEN ACTIVITIES

This section of the syllabus contains an example of one activity from each of the seven categories. The examples covered in this section are Badminton, Artistic Gymnastics (floor and vaults), Dance (various styles), Athletics, Hill Walking, Campcraft or Hostelling, Swimming and Combat Activities. Centres should access the IGCSE Physical Education Coursework Guidance Booklet (2nd Edition) for criteria for assessing all practical activities.

GENERAL REQUIREMENTS

Candidates following the IGCSE course should be continuously involved in the process of planning, performing and evaluating.

The following general requirements apply to the teaching of Physical Education at all levels.

1. To promote physical activity and healthy lifestyles pupils should be taught:
 - to be physically active;
 - to adopt the best possible posture and the appropriate use of the body;
 - to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance;
 - the increasing need for personal hygiene in relation to vigorous physical activity.
2. To develop positive attitudes, pupils should be taught:
 - to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators;
 - how to cope with success and limitations in performance;
 - to try hard to consolidate their performance;
 - to be mindful of others and the environment.
3. To ensure safe practice, pupils should be taught:
 - to respond readily to instructions;
 - to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions;
 - about the safety risks of wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities;
 - how to lift, carry, place and use equipment safely;
 - to warm up for and recover from exercise.

CATEGORY 1 – GAMES

Badminton

Candidates should demonstrate knowledge and understanding in order to:

- play the full recognised version of a competitive game and to undertake a variety of roles, for example; performer, coach, official;
- use increasingly advanced strategies and tactics of competitive play and adapt these to the strengths and limitations of other players;
- perform increasingly advanced techniques in a game of Badminton and know how to improve performance;
- co-operate with others in regular practice in order to refine their technique;
- implement the rules of Badminton including those governing specific competitions;
- extend their knowledge, understanding and performance.

Badminton Assessment**Planning, performing and evaluating**

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for highly successful play in both singles and doubles games; • a very good understanding of tactics with the ability to plan strategies appropriate to all phases of the game; • an ability to select the best shots to play in practice and match situations and produce very good attacking strokes with control, consistency and accuracy.
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for successful play in both singles and doubles games; • a good understanding of positions, roles and conditions of play and the knowledge to use them to advantage in a game; • an ability to select and use the correct strokes effectively in both practice and game situations, in singles and doubles, and produce good attacking strokes; • an ability to apply tactics successfully to overcome opponents' weaknesses.
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for successful play in both singles and doubles games; • a sound understanding of positioning and specific role awareness; • an ability to make sensible choices when choosing the best shot and understand the principle of attacking space; • an ability to execute a variety of shots in a game situation; • an ability to apply simple tactics with a measure of success in a game situation.
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules/regulations in order to play a recognised version of the game; • an ability to organise him/herself and others well for a practice game; • an ability to make appropriate simple choices in an attempt to outwit opponents; • an ability to execute basic shots with a reasonable amount of control in a practice game, without the ability to prolong a rally or play attacking strokes; • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a limited understanding of the rules/regulations of the game; • a limited ability to organise him/herself and others in order to improve simple techniques in practice; • a limited ability to select the appropriate shots in order to return the shuttlecock; • a limited ability to execute the basic shots in a passive situation.

CATEGORY 2 – GYMNASTIC ACTIVITIES

Artistic Gymnastics (floor and vaults)

Candidates should demonstrate knowledge and understanding in order to:

- plan and implement a training schedule relevant to the gymnastic activities undertaken;
- perform increasingly advanced techniques and know how to improve performance;
- apply the principles, rules and criteria for evaluating performance;
- extend their gymnastic ability.

Artistic Gymnastics (floor and vaults) Assessment

Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed knowledge of the principles, rules and regulations as they apply to practices and competitions; • an ability to plan in fine detail a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule; • an ability to perform: <ul style="list-style-type: none"> a sequence of at least 8 different linked floor movements requiring a high degree of gymnastic skill. At least 3 of the movements will be forward and/or backward rotational movements. The whole sequence will show good body positions, control, flow and balance; at least 4 different vaults over apparatus in different positions, movements will show very good preparation, approach, take-off, control in flight and landing as well as correct body position throughout.
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed knowledge of the principles, rules and regulations; • an ability to plan a complex sequence of movements involving advanced techniques and incorporate them into an effective training schedule; • an ability to perform: <ul style="list-style-type: none"> a sequence of at least 8 different linked floor movements requiring effective control, balance, flow throughout. Three of the movements will be rotational movements and all should show clear body positions; at least 3 different vaults over apparatus in different positions, movements should show approach, flight, control and landing to a good standard.
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound knowledge of the principles, rules and regulations • an ability to plan a complex sequence of movements and incorporate them into a training schedule; • an ability to perform: <ul style="list-style-type: none"> a sequence of at least 8 different linked floor movements requiring control, balance, transfer of weight, flow and clear body positions; two different vaults requiring a good measure of speed, balance and control over the apparatus and on landing.
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic knowledge of some of the principles, rules and regulations; • an ability to plan a basic sequence of movements and incorporate them into an imaginative training schedule; • a basic ability to perform: <ul style="list-style-type: none"> a sequence of at least 6 different linked floor movements requiring balance, flow and some transference of weight; two vaults requiring a distinct measure of control.

Marks	Description
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• a limited understanding of some of the principles, rules and regulations of gymnastics;• an ability to plan a simple sequence of basic movements and incorporate them into a simple training schedule;• a limited ability to perform:<ul style="list-style-type: none">• a simple sequence of at least 6 different linked movements;• a simple vault over a box.

CATEGORY 3 – DANCE

Educational Dance

Candidates should perform in an Educational Dance and show an understanding of:

- the technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes;
- elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax, logical sequence);
- a range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps); ideational (stories, poetry);
- ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers;
- features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

Educational Dance Assessment

Planning, performing and evaluating

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

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

CATEGORY 4 – ATHLETIC ACTIVITIES

Track and Field Athletics

Candidates should demonstrate knowledge and understanding in order to:

- plan, carry out and evaluate an effective training schedule for selected events;
- perform increasingly advanced techniques in selected events and know how to improve performance;
- apply the strategies and tactics in their chosen events;
- extend their personal capabilities and evaluate performance in the selected events;
- extend their athletics ability.

Track and Field Athletics Assessment

Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability to distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality; • the ability to perform in three events in athletics (no more than two from any one group) showing very good technique and consistently high standards of control and fluency, and where appropriate power, speed and stamina. (For boys, 245 points, for girls, 200 points); • the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team; • a thorough understanding of the role of rules and conventions of the activity.
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability to select and combine advanced techniques, adapt these to the demands of the athletic activity and modify their technique in the light of changing circumstances, and where appropriate showing speed, power and stamina. (For boys, 205 points, for girls, 165 points); • the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance; • the ability to show good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly; • a detailed understanding of the role of rules and conventions of the activity.
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability to perform fluently and with confidence in at least three events in athletics showing the relationship between fitness, technique and strategy. (For boys, 165 points, for girls, 130 points); • the ability to adapt and modify their technique as a result of analysis of both their own and others' performance, and use tactics effectively; • the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas; • a sound understanding of the role of rules and conventions of the activity.
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability to perform with good sound technique in a limited number of athletics events. (For boys, 125 points, for girls, 90 points); • the ability to appreciate the different fitness demands in a variety of events/exercises and use basic tactics; • the ability to draw on ideas given to them in order to warm up and cool down safely; • a basic understanding of the role of rules and conventions of the activity.

Marks	Description
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• the ability to perform the basic requirements of various events. (For boys, 85 points, for girls, 60 points);• the ability to attempt to master technical aspects of events;• the ability to plan a training programme with assistance and understand the benefits of effective warm up and cool down and attempt to improve their ability by observing and copying other pupils' performance;• some understanding of the role of rules and conventions of the activity.

CATEGORY 5 – OUTDOOR ADVENTUROUS ACTIVITIES**Hill Walking and Campcraft or Hostelling**

Candidates should demonstrate knowledge and understanding in order to:

- prepare for and undertake a journey safely in an unfamiliar environment;
- develop their own ideas for creating challenges for others;
- use increasingly complex techniques and the safety procedures appropriate to the activity undertaken;
- appreciate the effects of nutrition and climatic conditions on the body, through the activity undertaken, and be aware of and respond to changing environmental conditions;
- extend their knowledge, understanding and ability.

Hill Walking and Camp Craft or Hostelling Assessment**Planning, performing and evaluating**

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a very thorough knowledge of a range of equipment used in this activity, how to use it and look after it; • an ability to plan in consultation with others, and in great detail, an expedition over two days, with nights spent at different sites/hostels, over a total distance of between 24-28 miles/40-45 km; • an ability to interpret map information in detail and to navigate safely with great accuracy along undefined footpaths in an unfamiliar area; • an ability to assess situations and after consultation take a sensible and appropriate course of action; • an ability to apply advanced techniques; • an ability to note the effects of nutrition and climatic conditions on the body, be aware of the effects the conditions might be having on others and take the most sensible course of action.
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed knowledge of equipment required and how to use it on an expedition; • a detailed knowledge of route and equipment planning in readiness for a two day expedition over a distance of 24-28 miles/40-45 km using different sites/hostels; • an ability to interpret map information and to navigate safely with considerable accuracy along well trodden footpaths in an unfamiliar area; • an ability to assess situations and take appropriate and sensible courses of action; • an ability to apply advanced techniques such as navigating accurately with a compass; • an ability to seek out and interpret all useful information in order to use it for the success of the venture; • an ability to understand and respond to the body's needs/responses as a result of the demands of the weather and exercise to ensure an accurate temperature and nutritional balance.
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • an ability to plan for an expedition noting the basic requirements; • a sound knowledge of route and equipment plans in readiness for a two day expedition over a distance of 16-20 miles/25-30 km; • an ability to map read and navigate occasionally with consultation with others, with only minor errors along well trodden footpaths safely in an unfamiliar area; • an ability to use basic techniques such as map setting with a compass, without guidance; • route planning using Naismith's Rule without guidance; • meal preparation; • an ability to collect all useful information in advance of the venture and discuss any implications; • an ability to observe all the rules as they apply to the countryside, campcraft and safety; • a sound understanding of the body's needs/responses to exercise and weather conditions.

Marks	Description
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic knowledge of equipment, its uses and how to look after it; • a basic knowledge of route and equipment planning in readiness for one or two day(s) expedition over a distance of between 12-16 miles/20-25 km; • an ability to navigate safely, with minimum guidance, over short distances, along well trodden footpaths in an unfamiliar area; • an ability to work as part of a group sharing responsibilities; • an ability to use simple techniques such as map setting visually with guidance; • planning routes using Naismith's Rule with guidance; • tent erection with due regard to weather/ground conditions; • an ability to collect local weather and other information and use it to advantage on the venture; • an ability to observe all the rules as they apply to the countryside, campcraft and safety; • an understanding of the body's needs/responses to exercise and weather changes.
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a simple knowledge of the basic equipment required for the venture and how to use it; • a limited knowledge of how to prepare simple route and equipment sheets for a planned expedition over a distance of 6-8 miles/10-15 km; • an ability, with guidance, to navigate safely over a short distance along well trodden footpaths in an unfamiliar area; • an ability, as part of a team, to work to achieve a successful outcome; • an ability to understand simple techniques such as map orientation, load packing and carrying; • an ability to receive/collect local weather and topographical information and make certain judgements; • an ability to observe simple rules as they apply to the countryside, campcraft and safety; • an awareness of the body's needs/responses to exercise and weather changes.

CATEGORY 6 – SWIMMING**Competitive Swimming**

Candidates should demonstrate knowledge and understanding in order to:

- implement the rules for competition and prepare for and participate in races in the various sprint, distance, medley and team events;
- develop, apply and evaluate their skills in selected water based activities;
- extend their knowledge, understanding and swimming ability.

Competitive Swimming Assessment**Planning, performing and evaluating**

Marks	Description															
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• an ability to plan in fine detail and carry out prior to competition a preparation programme covering every aspect of warm up and training schedule;• an ability to swim three different stokes with the correct arm, leg, breathing technique in less than the following times; <table><tr><td></td><td>Boys</td><td>Girls</td></tr><tr><td>Front Crawl</td><td>47 secs</td><td>49 secs</td></tr><tr><td>Breast Stroke</td><td>56 secs</td><td>59 secs</td></tr><tr><td>Back Crawl</td><td>51 secs</td><td>54 secs</td></tr><tr><td>Butterfly</td><td>49 secs</td><td>52 secs</td></tr></table> <ul style="list-style-type: none">• a very detailed knowledge and understanding of the rules as they apply to all swimming competitions.		Boys	Girls	Front Crawl	47 secs	49 secs	Breast Stroke	56 secs	59 secs	Back Crawl	51 secs	54 secs	Butterfly	49 secs	52 secs
	Boys	Girls														
Front Crawl	47 secs	49 secs														
Breast Stroke	56 secs	59 secs														
Back Crawl	51 secs	54 secs														
Butterfly	49 secs	52 secs														
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• an ability to carry out without supervision a preparation programme which includes warm up and training schedule;• an ability to swim three different stokes with the correct leg, arm and breathing action in less than the following times; <table><tr><td></td><td>Boys</td><td>Girls</td></tr><tr><td>Front Crawl</td><td>50 secs</td><td>52 secs</td></tr><tr><td>Breast Stroke</td><td>59 secs</td><td>62 secs</td></tr><tr><td>Back Crawl</td><td>54 secs</td><td>57 secs</td></tr><tr><td>Butterfly</td><td>52 secs</td><td>55 secs</td></tr></table> <ul style="list-style-type: none">• a detailed understanding of the rules as they apply to all swimming competitions.		Boys	Girls	Front Crawl	50 secs	52 secs	Breast Stroke	59 secs	62 secs	Back Crawl	54 secs	57 secs	Butterfly	52 secs	55 secs
	Boys	Girls														
Front Crawl	50 secs	52 secs														
Breast Stroke	59 secs	62 secs														
Back Crawl	54 secs	57 secs														
Butterfly	52 secs	55 secs														
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• an ability to carry out with supervision a preparation programme which includes a warm up, practice and training schedule;• an ability to swim 50 m using the correct leg, arm and breathing technique in three of the following strokes in less than the times stated; <table><tr><td></td><td>Boys</td><td>Girls</td></tr><tr><td>Front Crawl</td><td>53 secs</td><td>55 secs</td></tr><tr><td>Breast Stroke</td><td>62 secs</td><td>65 secs</td></tr><tr><td>Back Crawl</td><td>57 secs</td><td>60 secs</td></tr><tr><td>Butterfly</td><td>55 secs</td><td>58 secs</td></tr></table> <ul style="list-style-type: none">• a sound understanding of the rules of most swimming competitions.		Boys	Girls	Front Crawl	53 secs	55 secs	Breast Stroke	62 secs	65 secs	Back Crawl	57 secs	60 secs	Butterfly	55 secs	58 secs
	Boys	Girls														
Front Crawl	53 secs	55 secs														
Breast Stroke	62 secs	65 secs														
Back Crawl	57 secs	60 secs														
Butterfly	55 secs	58 secs														
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• an ability to carry out a simple warm up, practice and training schedule under close supervision;• an ability to swim distances of 50 m using two different strokes with the correct arm, leg and breathing action, without a pause;• an understanding of some of the rules of competition particularly those in which he/she participates.															

Marks	Description
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none">• a minimum knowledge of basic requirements of a warm up, practice and training schedule;• an ability to move through the water a distance of 50 m showing a form of stroke;• a limited understanding of the rules of competitions.

CATEGORY 7 – COMBAT ACTIVITIES

Combat Activities

Candidates should demonstrate knowledge and understanding in order to:

- acquire the essential skills and their names in order to participate in the activity;
- participate fully in a recognised version of a competitive contest and undertake a variety of roles, for example, performer, coach, official;
- use increasingly advanced strategies and tactics and adapt these to the strengths and limitations of other participants;
- perform increasingly advanced techniques in both practice and competition and know how to improve performance;
- co-operate with others in regular practice in order to refine their technique;
- implement the rules of the activity including those governing specific competitions.

Judo

Basic skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game or practice situations:

- Breakfalls
 - Forward roll breakfall
 - Side breakfall, left and right
- Grips
 - Standard lapel and sleeve grip
 - Alternative grips
- Throws
 - Major hip throw (o-goshi)
 - One arm shoulder throw (ippon-seoi-nage)
 - Two hand shoulder throw (morote-seoi-nage)
 - Minor inner reaping (ko-uchi-gari [gaki])
 - Major inner reaping (o-uchi-gari)
 - Body drop (tai-otoshi)
 - Minor outer reaping (ko-soto-gari [gaki])
 - Shoulder drop (seoi-otashi)
 - Major outer reaping (osoto-gari)
 - Sweeping loin (harai-goshi)
 - Stomach throw (tomoe-nage)
 - Propping-drawing ankle (sasae-tsuri koni-ashi)
 - Inner thigh throw (uchi-mata)
 - Both arms reap (morote-gari)
- Attack and counters
 - Front and both sides
- Holds and locks
 - Basic scarf hold (non-kesa-gatame)
 - Broken scarf hold (kuzure-kesa-gatame)
 - Reverse scarf hold (ushiro-kesa-gatame)

Shoulder hold (kata-gatame)

Basic vertical four quarter hold (hon-tate-shiho-gatame)

- Escaping from holds
Bridging, rolling
- Exercise
Bridging, twisting, turning, weight bearing, stretching exercises, strengthening exercises

Tactics and Strategies

Candidates should perform in the game situation and show an understanding of:

- positions and roles in defence and attack in the game;
- how to apply tactics and principles of play in different defensive and attacking situations;
- individual skills. All the judo skills listed to ensure that there is no violation of the rules;
- principles of attack: Grips should be taught, as well as stances to enable players to attack left and right. Breakfalls should be taught to ensure safe contact with the mat. Throws are achieved when a player is able to quickly manoeuvre into a position where he/she is able to take advantage of his/her opponent being off balance. Speed, distribution of weight and correctly applying forces are important to achieve success;
- principles of defence: how to counter attack using throws and counter moves;
- how to carry out standing and groundwork in Randori (free practice);
- how to apply set practices/exercises in attack and defence and in warm up;
- how to apply other plays/tactics in order to outwit opponents.

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

Judo Assessment

Planning, performing and evaluating

Marks	Description
41-50	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a detailed understanding of the rules and regulations for Judo when performing at a high level; • a very good understanding of tactics with the ability to plan strategies appropriate in both attacking and defensive situations; • an ability to select the best skills, from those listed, in practice and contest situations and produce very good attacking and defensive movements with a high measure of control, consistency and accuracy; • an ability to show speed of movement to outwit opponent, showing very good distribution of weight and the correct application of force to off balance opponent.
31-40	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a good understanding of the rules and regulations for Judo when performing at a good level; • a good understanding of the grip, stance to enable players to attack on the left and right; • an ability to select and use the correct skills in practice and contest situations and produce good attacking and defensive movements with a good measure of control, consistency and accuracy; • an ability to apply tactics successfully to overcome opponents' weaknesses, showing a good measure of speed and a good distribution of weight to off balance opponent.
21-30	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a sound understanding of the rules and regulations for Judo when performing at a good level; • a sound understanding of the grip, stance to enable players to attack on the left and right; • an ability to make sensible choices when choosing the best manoeuvre and understand the principle of attack and defence to outwit opponent; • an ability to execute a variety of throws in a contest situation, using appropriate tactics with a reasonable measure of success.

Marks	Description
11-20	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a basic understanding of the rules/regulations in order to perform at a reasonable level, particularly in a practice situation; • an ability to make appropriate simple choices in an attempt to outwit opponents both in attack and defence in a practice situation; • an ability to execute basic skills with a reasonable amount of control in a practice situation, without the ability to move quickly from a defensive situation to an attacking situation; • an awareness of simple tactics to overcome opponents' weaknesses at a basic level.
0-10	<p>A candidate should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • a limited understanding of the rules/regulations of Judo; • a limited ability to organise him/herself and others in order to improve simple techniques in practice; • a limited ability to select the appropriate movements in order to outwit opponent; • a limited ability to execute the basic skills in a passive situation.

APPENDIX A

NOTES OF GUIDANCE ON COURSEWORK**Assessment of Practical Activities****Introduction**

The scheme of assessment for the practical activities has been written in accordance with the recommendations of the IGCSE Subject Regulations.

Assessment Objectives

The assessment objectives which have to be met through the assessment of practical activities are:

Assessment Objective 1

Candidates should be able to demonstrate physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.

Assessment Objective 2

Candidates should be able to demonstrate their ability to analyse and improve their own and others' performance.

Weighting of Marks for the Practical Activities

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

Practical Activities – Categories

Category 1 Games	Category 2 Gymnastic Activities	Category 3 Dance	Category 4 Athletic Activities	Category 5 Outdoor/ Adventure Activities	Category 6 Swimming	Category 7 Combat Activities
Association Football	Artistic Gymnastics (floor and vaults)	Educational Dance	Cross Country Running	Canoeing	Competitive Swimming	Judo
Badminton		Folk Dance	Cycling	Hill Walking, Campcraft or Hostelling		Personal Survival
Basketball	Figure Skating (Individual)	Historical Dance	Track & Field Athletics	Horseriding	Life Saving	
Cricket						
Goalball	Rhythmic Gymnastics	Social Dance	Weight Training for fitness	Orienteering		
Golf		Theatrical Dance		Rock Climbing		
Hockey	Trampolining			Rowing		
Netball				Sailing		
Rounders				Skiing		
Rugby Union				Snowboarding		
Softball				Windsurfing		
Squash						
Table Tennis						
Tennis						
Volleyball						

Centres will assess candidates according to the approved criteria supplied by CIE.

Candidates must choose **four** activities from a minimum of **two** of the **seven** categories outlined above.

Examples of recording sheets are given and Moderators will require Centres to provide evidence of this nature when Centres are moderated.

ASSESSMENT OF PRACTICAL ACTIVITIES

Planning, Performing and Evaluating (50% of the total marks)

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

Central to the teacher's assessment of a candidate's ability to plan, perform and evaluate must be the performance level of the candidate. Therefore, the candidate must first of all meet the performance assessment descriptors at a particular level. The candidate's mark, within the range of marks for that level will be decided by his/her ability to meet the other assessment objectives at the level.

Other Considerations Concerning Assessment

All Centres are required to provide video recorded evidence of Planning, Performing and Evaluating for most of the practical activities. The exceptions are in Track and Field Athletics and Swimming where candidates' performance times/distances are required and in Hill Walking and Camping/Hostelling where evidence of Planning, Performing and Evaluating in the form of route sheets, route tracings, equipment and menu lists and expedition logs should be provided.

Centres are reminded that if practical activities are taught on a modular basis over a two year period, video evidence of candidate's ability may need to be recorded at the end of a module, and retained for moderation purposes.

Teachers must ensure that all work produced by candidates and records of assessment are retained and are available for inspection, if required, by the Centre Moderator.

Guidance on the requirements for video evidence of coursework

IGCSE Centres offering the Physical Education syllabus to their students are required to provide video recorded evidence of their candidates' practical performance. The video recorded evidence should be sent to CIE in line with the coursework deadline of 30 April for the June examination or 30 October for the November examination. These guidelines are offered to Centres to assist them in the production of the videotape. **There should be no need to submit more than one 3 hour videotape.**

The videotape should ideally be recorded on a standard VHS tape using PAL format. Alternatively recording can be made on a DVD.

Each activity should be between 10 and 15 minutes duration.

Up to 5 candidates should be identified by large numbered bibs or card numbers pinned back and front. The candidates should be from across the ability range.

Individual activity Centre Order of Merit sheets showing the candidates' marks in rank order for each activity should accompany the tape. Candidates shown on the tape should be identified on the Centre Order of Merit sheets.

Assessment Objective 1 (*Planning, Performing and Evaluating*). For no more than two activities one/two candidates should be seen taking a small group through a five minute warm up routine (if this is possible). At least five activities should be chosen for video recording from at least three categories of activities. In each activity different candidates should be seen demonstrating their ability to perform the essential skills in the activity. For example, in Basketball the ability to dribble, pass and receive the ball, and perform different methods of scoring in an unopposed situation should be shown. It may then be possible to place the candidates in a small game or group situation where team skills, if applicable, can be demonstrated. Finally, in a game activity the candidates should be seen ideally in a full or larger game situation. This latter point may not always be possible. However, if this is possible within a game situation the identified candidates should be tracked by the camera. In activities which are objectively tested, for example Competitive Swimming, Cross Country Running and Track and Field Athletics no video recorded evidence is required but Centres must send all recorded times and distances in support of the mark awarded.

A running commentary, constantly identifying candidates in the activity situation is also very helpful to the Moderator. By commenting the teacher can identify candidates' strengths and weaknesses.

Assessment Objective 2 (*Analysing and Improving*). Written evidence of a sample of at least 10 candidates from across the ability range must be provided. Centres may also video record interviews with candidates where they are asked questions, probably by the teacher where they explain skills being performed by a colleague, analyse their performance and suggest ways that any identified weaknesses might be improved through different training methods and practices.

The video recorded evidence for indoor activities should be shot in good light.

The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a television screen.

Boys and girls can be filmed together but marks should be shown separately and in ranked order.

Accompanying notes are useful. An accurate description of how well candidates are performing should be given because the marks of unseen candidates will be affected. If a candidate is off form the reasons should be stated.

The following documentation should be sent with the videotape:

MS1, Coursework Summary Assessment Form, Centre Order of Merit Sheets for all activities offered and any written *Analysing and Improving* evidence. These must reach CIE by 30 April for June exam session and by 30th October for November examination session.

Analysing and Improving (10% of the total mark)

The ability of a candidate to analyse and improve his/her and others' performance will be assessed using the criteria below and marks awarded accordingly.

Criteria for assessing Analysing and Improving

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

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

Written evidence to support teachers' assessments of candidates' ability to analyse and improve performance must be provided by Centres. However, in addition Centres may choose to video record a sample of candidates demonstrating their ability to analyse and improve performance in their chosen practical activity. Video evidence of this component should be no longer than five minutes per candidate.

Periodic Assessment

It is recommended that teachers assess candidates at least three times during a two-year course of study so that a periodic, progressive assessment procedure is evident.

Examples of assessment sheets for the recording of individual candidate and group marks are included in the specimen material.

MODERATION

Internal Standardisation

Where more than one group of candidates is being taught an activity within a Centre, a system of internal standardisation must take place.

For Centres offering off-site activities, such as Skiing and Horse Riding, and where instruction is provided by qualified instructors, the Centre staff must be present to video record the assessment process and verify the accuracy and authenticity of the marks awarded.

External Moderation

Centres will be reminded in March of the year of the examination to send video recorded evidence of candidates' practical performances in terms of Planning, Performing and Evaluating, assessment sheets, and written coursework evidence for Analysing and Improving to an appointed Moderator.

Pupils with disabilities

It is expected that no candidate will be prevented from participating in the practical activities on the grounds of disability.

It is anticipated that within the range of practical activities offered, candidates with disabilities will be capable of achievement in the assessment objectives with or without adaptation in their chosen activities.

Where a candidate with a disability chooses an activity which needs adaptation to meet their needs, steps must be taken to ensure that they are not penalised. In such instances, and before beginning to teach the course, Centres must inform CIE indicating the nature of the candidate's disability and suggesting ways in which the activity might be adapted. The matter will then be considered by CIE and the Principal Moderator.

IGCSE PHYSICAL EDUCATION (0413) **CENTRE ORDER OF MERIT**

CENTRE NUMBER CENTRE NAME

ACTIVITY CATEGORY

Video ID (e.g. Red 8, Blue 2 etc.)	Candidate Number	Candidate Name	Planning, Performing and Evaluating (50)	Analysing and Improving (10) (if applicable)

IGCSE PHYSICAL EDUCATION (0413)
CANDIDATE MARK SHEET
RANK ORDER

CENTRE NUMBER CENTRE NAME

ACTIVITY CATEGORY 4: ATHLETICS

Video ID (e.g. Red 8, Blue 2 etc.)	Candidate Number (Rank Order)	Candidate Name (Rank Order)	Planning, Performing and Evaluating (50)		Analysing and Improving (10) (if applicable)
			Events	Points	

IGCSE PHYSICAL EDUCATION (0413)
CANDIDATE MARK SHEET
RANK ORDER

CENTRE NUMBER CENTRE NAME

ACTIVITY CATEGORY

Video ID (e.g. Red 8, Blue 2 etc.)	Candidate Number (Rank Order)	Candidate Name (Rank Order)	Planning, Performing and Evaluating (50)	Analysing and Improving (10) (if applicable)



IGCSE PHYSICAL EDUCATION (0413)
INDIVIDUAL CANDIDATE MARK SHEET

CENTRE NUMBER CENTRE NAME
CANDIDATE NUMBER CANDIDATE NAME

Category	Activity	Date of Assessment	Planning, Performing and Evaluating (50)	Analysing and Improving (10)

IGCSE PHYSICAL EDUCATION 0413
ANALYSING AND IMPROVING TASK INSTRUCTIONS

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

Candidate Number Candidate Name

Assessment of candidates' ability to analyse and improve their own and others' performance.

Part of the assessment should take the form of an observational/written task, an example of how the task should be set out is given below. The details need to be supplied by candidates.

Analysing and Improving Task

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

Choose a member of the school activity group.

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

Identify the player/competitor/participant.....

Name of activity.....

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

Task Instructions

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

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

Centre Number		Centre Name	

*Enter activity code from those listed on the next page (e.g. AF, Bad, Bas, etc.)

05/CW/S/10

INSTRUCTIONS FOR COMPLETION

- Teachers must be thoroughly familiar with the appropriate sections of the syllabus, the criteria for awarding marks and the General Coursework Regulations.
- List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
- Mark the Coursework according to the guidance and criteria given in the syllabus.
- Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
- The marks for **four** activities from at least **two** categories (see below) should be entered in the appropriate columns.
- Divide the total marks (out of 200) by 4 to produce a final total (out of 50).
- Add the Analysing and Improving mark (out of 10) to give a final mark (out of 60). Enter the final mark in the last column.
- Ensure that the addition of the marks is independently checked.
- Retain the forms securely pending further instructions from Cambridge.

EXTERNAL MODERATION

Documents will be sent to you in April for the purpose of external moderation.

Activity Categories and Codes

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