

NOTE

CCEA will **NOT** be accepting entries from English centres for GCSE courses that begin in or after September 2012

CCEA GCSE Specification in Physical Education

For first teaching from September 2009

For first award in Summer 2014

Subject Code: 7210

physical education

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Physical Education for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Physical Education;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Physical Education; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We will notify centres in writing of any major changes to this specification.

We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE Physical Education course. First teaching begins from September 2009, and we will make the first award for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It also relates to key curriculum concerns in Wales.

The specification promotes students' physical, mental and spiritual development and helps prepare them for adulthood. It equips them with knowledge, understanding and skills to make informed and responsible decisions as contributors to society, the economy and the environment.

1.1 Aims

This specification helps students to:

- be inspired by following a broad, clear, satisfying and worthwhile course of study;
- be aware of and appreciate their own and others' cultures in the area of physical education;
- be creative and develop decision-making skills to help them plan for performances and respond to changing situations;
- make informed decisions about further learning opportunities and career choices;
- improve their fitness levels and skills through a range of physical activities;
- improve their performance in different types of physical activity and roles such as player, participant, leader and official;
- develop their ability to take part independently and successfully in different types of physical activities; and
- develop and continue their involvement in physical activity as part of a healthy, active lifestyle.

1.2 Key features

The key features of the specification appear below:

- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- There is one tier of entry.
- It is a relevant and worthwhile course of study for life and work.
- It helps students to become intelligent, skilful, independent learners who can make informed decisions on health, physical fitness and skilled performance.
- The specification comprises three components:
 - Component 1 covers knowledge, understanding and skills for balanced, healthy lifestyles and participation in physical activities;
 - Component 2 gives students the opportunity to develop and maintain a balanced, healthy lifestyle; and
 - Component 3 focuses on practical performance in physical activities.
- The different components in the specification all relate to one another; what is studied in one component helps learning in another.

- The specification provides a good base for further study at a more advanced level, including courses such as AS and A2 Level Physical Education, Sports Studies and BTEC (National) Sport.
- It is supported by guidance materials and agreement trials.

1.3 Prior attainment

There is no particular level of attainment required to study this specification. Students are not required to have any prior experience of physical education courses.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 7210.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
<p>Component 1: Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities</p>	<p>External Assessment</p> <p>Students complete one written question paper lasting 1 hour 30 minutes.</p> <p>The paper covers factors that affect the development of health and peak physical fitness. It contains short answer and multi-part questions. All questions are compulsory.</p> <p>Students are required to recall, explain and apply concepts, facts, terminology, methods and principles to demonstrate understanding of the subject content.</p> <p>They must also analyse, interpret and evaluate information and material.</p>	40%	Summer only
<p>Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle</p>	<p>Controlled Assessment</p> <p>Students are assessed on their evidence of developing and maintaining balanced, healthy lifestyles. This includes their ability to analyse, evaluate, plan, implement, and monitor actions to maintain a balanced, healthy lifestyle.</p> <p>Students undertake and complete this task under the teacher's supervision.</p>	20%	Summer only

For information on Component 3, see overleaf.

Content	Assessment	Weighting	Availability
<p>Component 3: Individual Performance in Physical Activities</p> <p>(a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities (10%)</p> <p>and</p> <p>(b) Improving the quality, efficiency and effectiveness of individual performances in physical activities (30%)</p>	<p>Controlled Assessment</p> <p>Students are assessed on their evidence of improving skilled performance.</p> <p>Students must complete three individual performances in different physical activities from at least two of the categories below:</p> <ul style="list-style-type: none"> • athletics activities; • dance activities; • games activities; • gymnastics activities; • outdoor adventure activities; and • specialist activities. <p>Students are assessed on the quality, efficiency and effectiveness of their performances.</p> <p><i>One assessment may be based on the quality, efficiency and effectiveness of the student's performance as leader and official. Thus a candidate may be assessed in the same physical activity as a participant and as a leader and official.</i></p>	40%	Summer only

3 Subject Content

The subject content is divided into three compulsory components:

- Component 1: Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities;
- Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle; and
- Component 3: Individual Performance in Physical Activities, which comprises:
 - (a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities; and
 - (b) Improving the quality, efficiency and effectiveness of individual performances in physical activities; and

The study of Component 1 provides the theoretical basis for the tasks in Components 2 and 3.

Teachers do not have to teach the components in the order presented above. They are free to organise the teaching of the content as they think appropriate. They should, however, emphasise the interrelationships between the different components.

3.1 Component 1: Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities (40%)

This component is organised into the following 10 sections:

- 3.1.1 Concepts of health, physical fitness and skilled performance;
- 3.1.2 Key influences that impact on balanced, healthy lifestyles and participation in physical activities;
- 3.1.3 The impact of exercise and training on balanced, healthy lifestyles and physical fitness;
- 3.1.4 Types of exercise and methods of training;
- 3.1.5 Principles for developing physical well-being and physical fitness;
- 3.1.6 Assessing and monitoring the development of physical health/well-being and peak physical performance;
- 3.1.7 The effects of exercise and training and physical activity on the body;
- 3.1.8 Health and Safety issues;
- 3.1.9 Exercise and training sessions; and
- 3.1.10 Exercise and training programmes.

The study of this component allows students to develop their knowledge and understanding of the key concepts of health, exercise, physical performance and skilled performance. They also analyse the key influences that impact on participation and performance. Students then focus on how to develop and maintain a healthy lifestyle, from basic physical well-being through to peak performance in physical tasks, events and physical activities. They should apply the knowledge, understanding and skills they study to Components 2 and 3.

All sections are compulsory. The content of each section and its respective learning outcomes is set out overleaf.

3.1.1 Concepts of health, physical fitness and skilled performance

It is important that students understand the concepts that underpin health, physical fitness and skilled performance.

Content	Learning Outcomes
<p>Health</p> <p>Physical Fitness</p> <p>Skilled Performance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • define the term <i>health</i>, for example: ‘a state of complete physical, social and mental well-being and not merely the absence of disease or infirmity’ (World Health Organisation); • explain how to maintain physical well-being and the possible consequences of not maintaining it; • explain how to maintain social well-being and the possible consequences of not maintaining it; • explain how to maintain mental well-being and the possible consequences of not maintaining it; • define <i>physical fitness</i>, for example: ‘the ability to perform physical tasks efficiently and effectively’; • explain that physical fitness is a relative concept; you can be fit for one task but not fit for another; • explain the difference between physical health and physical fitness; • explain the meaning of the terms <i>exercise</i> and <i>training</i>; • define the term <i>skill</i> or <i>skilled performance</i>, for example: ‘the ability to economically coordinate and control the movement to achieve the task goal’; and • analyse, interpret and evaluate information on the concepts of health, physical fitness or skilled performance.

3.1.2 Key influences that impact on balanced, healthy lifestyles and participation in physical activities

It is important for students to understand how a range of factors can impact on participation in physical activity and how people's lifestyles can impact on their health and physical fitness.

Content	Learning Outcomes
<p>Key Influences that Impact on Participation in Physical Activity</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand how the following key influences, or combinations of key influences, impact on their own and others' ability to sustain involvement in physical activity: <ul style="list-style-type: none"> – personal characteristics and the nature of physical activities, such as introvert or extrovert, motivation, arousal and competition; – parents, siblings and peers; – facilities, such as availability, location, access, public or private sector; – experiences in physical activities, for example school, club, coaching, excitement and success; – affluence; – work–leisure balance, for example occupation or type of work; – cultural heritage; and – alternative leisure activities, for example cinema, electronic games, internet and shopping; • analyse, interpret and evaluate information given on the key influences listed above or combinations of these influences;
<p>Key Lifestyle Choices that Impact on Balanced, Healthy Lifestyles and Peak Physical Fitness:</p> <p>Nutrition (Diet)</p>	<ul style="list-style-type: none"> • define the term <i>nutrition (diet)</i> and explain why we need to eat food; • know and understand the components of food: carbohydrates, fats, proteins, vitamins, minerals, dietary fibre and water; • explain the factors that can affect energy needs, for example metabolism, age, body size, body composition, gender, physical activity levels and climate; and • know and understand the characteristics of a balanced, healthy <i>nutrition (diet)</i> and explain how to compose balanced, healthy meals or snacks, such as breakfasts, lunches, dinners or snacks.

Content	Learning Outcomes
<p>Nutrition (diet) (cont.)</p> <p>Tobacco</p> <p>Alcohol</p> <p>Rest and sleep</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • compare and contrast nutritional requirements for health and nutritional requirements for peak physical fitness; • understand the characteristics and effects of unbalanced, unhealthy nutritional intake; • analyse, interpret and evaluate information on nutritional intake; • explain the effects of nicotine, tar and carbon monoxide on physical performance; • explain the long-term effects of smoking on health; • analyse, interpret and evaluate information given on smoking tobacco; • explain the effects of alcohol on physical performance; • explain the long-term effects of alcohol on health; • analyse, interpret and evaluate information on alcohol; • distinguish between rest and sleep; • explain how the lifestyle choices of diet, smoking tobacco, alcohol, drugs and exercise can affect the quality of sleep; • explain the effects of rest and sleep on physical performance and health; and • analyse, interpret and evaluate information given on rest and sleep.

3.1.3 The impact of exercise and training on balanced, healthy lifestyles and physical fitness

This section covers why we need to exercise, the components of exercise and physical fitness, the benefits of exercising and how to achieve these benefits.

Content	Learning Outcomes
<p>Exercise and Physical Activity</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain why we need to plan sufficient and appropriate physical activity to keep our bodies healthy and in good working order; • explain the benefits that regular and appropriate exercise can have on: <ul style="list-style-type: none"> – the body systems; – weight control; – posture; – self-confidence; – controlling negative habits; – rest and sleep; – reducing the risk of some illnesses and diseases; – relieving stress; and – extending a healthy, active life; • analyse, interpret and evaluate information on the benefits of exercise;
<p>Components of Exercise and Physical Fitness</p>	<ul style="list-style-type: none"> • know and understand the components of exercise and physical fitness (aerobic energy production, anaerobic energy production, muscular power, muscular strength, muscular speed, muscular endurance and flexibility) and be able to give examples of activities that demonstrate each of them; • explain what determines potential in each of the exercise and physical fitness components; • explain the relative importance of the exercise and physical fitness components for health-related exercise programmes based on the physical demands of balanced, healthy lifestyles; and • explain the relative importance of the exercise and physical fitness components for training programmes for tasks, events, sports or positions within sports, based on their physical demands.

Content	Learning Outcomes
Components of Exercise and Physical Fitness (cont.)	Students should be able to: <ul style="list-style-type: none">• analyse, interpret and evaluate information on the exercise and physical fitness components or the relative importance that has been given to them for health-related exercise programmes or training programmes for tasks, events, sports or positions within sports.

3.1.4 Types of exercise and methods of training

It is important that students understand how physical well-being for health and physical fitness can be developed. This section covers types of exercise and methods of training and how they can be used effectively.

Content	Learning Outcomes
<p>Types of Exercise</p> <p>Methods of Training</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand that there are different types of exercise that provide resistance for muscles or stretch the muscles, for example walking, running, cycling, swimming and other appropriate exercises; • select appropriate types of exercise for balanced, healthy lifestyles and understand how these are used effectively to develop physical well-being; • know and understand what is involved in: <ul style="list-style-type: none"> – continuous steady-pace training; – fartlek training; – interval training; – circuit training; – isotonic weight training; – assault course-type training; – isometric training; – static flexibility training (performed actively or passively); and – ballistic/dynamic flexibility training; • explain how continuous steady-pace training, fartlek training, interval training and circuit training are used effectively to develop aerobic or anaerobic fitness; • explain how isotonic weight training, circuit training, assault course-type training and isometric training are used effectively to develop muscular power, muscular strength, muscular speed or muscular endurance; • explain how static flexibility training (performed actively or passively), and ballistic/dynamic flexibility training are used effectively to develop flexibility; and • analyse, interpret and evaluate information on: <ul style="list-style-type: none"> – the use of exercise to develop physical well-being; or – the use of training methods to develop aerobic or anaerobic fitness, muscular power, muscular strength, muscular speed, muscular endurance or flexibility.

3.1.5 Principles for developing physical well-being and physical fitness

This section covers these principles that must be applied to lifestyle patterns, exercise and training sessions or programmes (for health or peak performance) in order for physical well-being and physical fitness to develop.

Content	Learning Outcomes
<p>Principles for Developing Physical Fitness:</p> <p>FITT principle Specificity Overload Progressive overload Rest/Recovery Variety Peaking Reversibility and maintenance</p> <p>Principles for Developing Physical Well-being</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand: <ul style="list-style-type: none"> – the Frequency, Intensity, Type and Time (FITT) principle; – the principle of specificity; – the principle of overload; – the principle of progressive overload; – the principle of rest and recovery; – the principle of variety; – the principle of peaking; and – the principle of reversibility and maintenance; • explain how the principles of training are applied safely and effectively to workouts or training programmes to develop fitness in the components of exercise and physical fitness; • analyse, interpret and evaluate the safety, appropriateness and effectiveness of the application of the principles of training to workouts or training programmes to develop fitness in the components of exercise and physical fitness; <ul style="list-style-type: none"> • know and understand how physical activity can be built into the working day, for example using the stairs instead of the lift; walking to and from school and/or work; walking at lunchtime; lifting or carrying objects; and bending, stretching and twisting; • identify how 30–60 minutes of moderate exercise or physical activity can be incorporated each day into people’s lifestyles, for example by gardening, cleaning, walking, cycling or swimming and how this can reduce the time spent on sedentary activities such as watching television or playing video games; and • analyse, interpret, and evaluate lifestyle patterns with regard to balanced, healthy lifestyles and be able to make recommendations for improvement.

3.1.6 Assessing and monitoring the development of physical health/well-being and peak physical performance

This section covers the principles and methods of assessment used to monitor people's progress and to evaluate the effectiveness of exercise and training programmes.

Content	Learning Outcomes
<p>Purpose of Monitoring and Assessing Levels of Physical Fitness</p> <p>Methods Used to Assess Levels of Fitness in the Components of Physical Fitness</p> <p>Principles Underpinning Fair Assessment</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • evaluate the benefits of assessing and monitoring progress when following exercise or training programmes; • select or devise appropriate and effective methods of assessment to measure progress in each of the components of physical fitness; • analyse, interpret and evaluate the appropriateness and effectiveness of given methods of assessment to measure progress in the components of physical fitness; • explain the principles underpinning fair assessments; • explain how the principles underpinning fair assessment are applied to assess and monitor progress; and • analyse, interpret and evaluate the appropriateness and the effectiveness of the application of the principles when assessing progress in the components of physical fitness.

3.1.7 The effects of exercise and training and physical activity on the body

It is important that students understand the immediate effects of exercise on the body. They should also understand the physical changes that occur as a result of long-term effective exercise and training and how these changes affect health and performance.

Content	Learning Outcomes
<p>Immediate or Short-term Effects of Exercise and/or Training on Body Systems</p> <p>Long-term Effects of Effective Exercise and/or Training on Body Systems</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the short-term or immediate effects of exercise on the respiratory system, the circulatory system, the muscular system, the skeletal system and the digestive system; • explain the physical changes that can occur in the respiratory system, the circulatory system, the muscular system and the skeletal system as a result of long-term, effective training and how these changes affect health and physical fitness performances; and • analyse, interpret and evaluate the immediate or long-term effects that specific exercise or training would have on the respiratory system, the circulatory system, the muscular system, the skeletal system and the digestive system.

3.1.8 Health and safety issues

It is important that students understand risk assessment for health and safety and are able to take steps to reduce risks.

Content	Learning Outcomes
<p>Factors Influencing Health and Safety</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how a person's state of health, involvement in drugs, exercise programme, eating and drinking habits, clothing and footwear, environment, equipment, warm-up and cool-down techniques, and lack of respect for rules could be a potential hazard; • explain how to devise steps that, when applied, reduce the risk of potential harm from the factors listed above; and • analyse, interpret and evaluate information given on potential hazards or on steps to reduce risks.

3.1.9 Exercise and training sessions

This section covers the knowledge, skills and steps required to plan effective exercise and training sessions. This section helps students to analyse, evaluate and explain the effectiveness of sessions.

Content	Learning Outcomes
<p>Exercise and Training Sessions:</p> <p>Warm-ups</p> <p>Workouts for any one or any combination of the components physical fitness</p> <p>Cool-downs</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand the purposes of warm-ups, workouts and cool-downs; • plan and conduct safe, appropriate and effective warm-ups before a variety of workouts; • analyse, interpret and evaluate the safety, appropriateness and effectiveness of warm-ups conducted before a variety of workouts; • plan and conduct safe, appropriate and effective workouts for one or any combination of the components of physical fitness: <ul style="list-style-type: none"> – aerobic; – anaerobic; – muscular power; – muscular strength; – muscular speed; – muscular endurance; and/or – flexibility; • analyse, interpret and evaluate the safety, appropriateness and effectiveness of workouts for one or any combination of the components of physical fitness; • plan and conduct safe, appropriate and effective cool-downs to follow a variety of workouts; and • analyse, interpret and evaluate the safety, appropriateness and effectiveness of cool-downs that follow a variety of workouts.

3.1.10 Exercise and training programmes

This section covers the knowledge, skills and steps required to plan effective training programmes for health, specific tasks, events and physical activities. This section helps students to analyse, evaluate and explain the effectiveness of given exercise and training programmes.

Content	Learning Outcomes
<p>Exercise and Training Programmes</p> <p>Weekly Health-Related Exercise Programmes</p> <p>Training Programmes for Specific Tasks, Events and Physical Activities</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • distinguish between an exercise programme and a training programme; • plan and monitor a safe, appropriate and effective weekly health-related exercise programme for a range of individuals and their circumstances; • analyse, interpret and evaluate the safety, appropriateness and effectiveness of weekly health-related exercise programmes for a range of individuals and their circumstances; • plan and monitor safe, appropriate and effective training programmes to develop peak physical fitness for events, sports or positions within sports for a range of individuals and their circumstances; and • analyse, interpret and evaluate the safety, appropriateness and effectiveness of training programmes to develop peak physical fitness for events, sports or positions within sports for a range of individuals and their circumstances.

3.2 Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle (20%)

This component introduces students to the concept of a balanced, healthy lifestyle. Society is increasingly concerned about rising levels of obesity and low levels of exercise, particularly amongst young people. This component enables students to gain knowledge and skills that will help them develop and maintain balanced, healthy lifestyles.

Content	Learning Outcomes
<p>A Balanced, Healthy Lifestyle</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand what constitutes a balanced, healthy lifestyle with regard to the combination of the following: <ul style="list-style-type: none"> – physical activity and/or exercise; – nutrition (diet); – rest and sleep; and – work; • carry out a detailed lifestyle audit at the start of this component to produce a lifestyle profile that includes: <ul style="list-style-type: none"> – detailed information on all the exercise, training or physical activity they undertake on a regular basis, both inside and outside of school; – results from appropriate tests to gauge their level of aerobic fitness and muscular fitness, and their degree of flexibility; – information relating to their nutritional intake; – information relating to their rest and sleep patterns; and – information relating to their work, including study commitments and part-time work as appropriate; and • identify other relevant factors impacting their lifestyle profile, for example peer pressure, culture and the media.

Content	Learning Outcomes
<p>A Balanced, Healthy Lifestyle (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • form an action plan that covers a period of 8 weeks, focuses on developing and maintaining a balanced, healthy lifestyle and includes: <ul style="list-style-type: none"> – an analysis of their lifestyle profile; – a brief outline of the strengths in their current lifestyle and a commitment for this good practice to continue; – a brief outline of any issues or areas for improvement identified in their lifestyle profile; – a specific objective, or objectives, for a set period of time (students must state the timescale for their action plan, which must cover a period of 8 weeks); – an explanation of the actions they propose to undertake to achieve their objective(s) based on the opportunities and pathways available to them; – an outline of their intended outcomes, or the targets they set; – an outline of the resources and support they will need; – information on how they will monitor the action plan; and – information on how frequently they will monitor the action plan; • implement the action plan for the period of time selected; • monitor and evaluate the effectiveness of the implementation of their action plan; • monitor (using appropriate tests as required) and evaluate the effectiveness of their action plan at regular intervals (as a minimum at the start, end and mid-point of their selected time period); and • use the findings from the evaluation of their action plan to prepare and present a further action plan for a second period of time.

3.3 Component 3: Individual Performance in Physical Activities (40%)

This component carries an overall weighting of 40% of the total marks. Teachers assess the student's performance, and we moderate the assessment. The study of this component enables students to develop useful life skills through participating in a range of physical activities.

For this component students must complete:

(a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities;

and

(b) Improving the quality, efficiency and effectiveness of individual performances in physical activities.

(a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities (10%)

Within the context of physical activities, the teacher should focus on what **each** student knows, understands and can do to improve **their own** skilled performance. Students should analyse and evaluate their skilled performances to identify strengths and areas for improvement. They should plan, apply, monitor and review **their own** short-term action plans to improve the quality and effectiveness of their skilled performances in identified areas. Assessment should be a continuous process, with the teacher observing and recording students' achievements in accordance with the stated criteria.

Students are required to work with others, to lead them and to serve them by:

- analysing and evaluating their **own and others'** performances;
- **solving problems and teaching and/or coaching others;** and
- practising with others.

Content	Learning Outcomes
<p>Factors Determining the Quality and Effectiveness of Skilled Performance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know the factors that determine the quality and effectiveness of skilled performance, including: <ul style="list-style-type: none"> – rules and conventions; – attitudes and behaviours; – level of physical fitness; – tactical ability; – level of skill; – preparation; and – genetic make-up; • understand the relative importance of these factors; and • understand what constitutes very good performance in the factor relating to skill.

Content	Learning Outcomes
<p>'Full Marks' Model</p> <p>Performance Evaluation</p> <p>Action Plans</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • know and understand the 'full marks' model for demonstrating the skills of their selected physical activities: <ul style="list-style-type: none"> – positioning; – technique; – timing; and – recovery; • observe and critically analyse their own and others' performances of skills; • evaluate their own and others' performances of skills to identify strengths and areas for improvement at particular times; • decide and prioritise actions that they will carry out at these particular times to further improve their own and others' performance of the skills; and • monitor and evaluate how effectively they implement these actions and the effectiveness of the actions.

(b) Improving the quality, efficiency and effectiveness of individual performances in physical activities (30%)

All students are assessed in three performances. They must select activities from at **least two** of the categories below. The categories are:

- athletics activities (for example athletics and swimming);
- dance activities (for example ballroom, national, and contemporary);
- games activities (for example football, netball and badminton);
- gymnastics activities (for example, olympic gymnastics and trampolining);
- outdoor adventure activities (for example orienteering and hill walking); and
- specialist activities (for example martial arts and show jumping).

One assessment may be based on the quality, efficiency and effectiveness of the student's performance as leader **and** official.

General requirements applying to all physical activities

Students' performance in each of the physical activities is **marked out of 25**. These marks are scaled to comply with the overall weightings. See Section 4 for assessment objective weightings and Appendix 2 for assessment criteria.

The teacher should focus on what each student knows, understands and can do when performing each physical activity. They should assess the quality and effectiveness of the

Content	Learning Outcomes
<p>Level of Physical Fitness</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● understand the concept of physical fitness; ● understand the relative importance of the components of physical fitness for their selected activities, including: <ul style="list-style-type: none"> – aerobic; – anaerobic; – muscular strength; – muscular power; – muscular speed; – muscular endurance; and – flexibility; ● understand the principles and methods used to improve physical fitness in their performances; ● apply their knowledge by consistently performing to the physical fitness requirements of their selected activities;
<p>Tactical Ability</p>	<ul style="list-style-type: none"> ● understand the concept of strategies and tactics; ● understand the strategies and tactical principles used in their selected activities; and ● apply their knowledge by: <ul style="list-style-type: none"> – selecting effective tactics and strategies in order maintain control in the activity; – reading the situation and anticipating what is going to happen; – knowing what to do and when to do it in the activity; – positioning themselves appropriately during the activity; – evaluating the effectiveness of strategies or tactics used and making changes when necessary; and – consistently and effectively implement, under applied conditions, an extensive range of strategies and tactical principles.

Content	Learning Outcomes
Compositional Ability	<p>Students should be able to:</p> <ul style="list-style-type: none">• understand the concept of composition for the selected activity, where relevant;• understand the principles of composition for the selected activity, where relevant;• apply their knowledge by:<ul style="list-style-type: none">– being able to compose an appropriate sequence for physical activities, deciding what actions to include in the sequence, the order in which they should be performed and how to link the actions together to communicate their intention;– evaluating the effectiveness of sequences and making changes when necessary; and– consistently demonstrating effective application of an extensive range of the compositional ideas and principles used in their selected activities;• demonstrate their ability to make decisions on, for example:<ul style="list-style-type: none">– body parts, surfaces and shapes to be used in the sequence;– the use of space, directions, levels and pathways to be used in the sequence;– the speed, timing and effort to be used in the sequence;– the relationships between the performers, if there is more than one;– the relationships of the performer(s) to their surrounding environment; and– presentation skills;
Level of Skill	<ul style="list-style-type: none">• understand the concept of skill;• understand the ‘full marks’ model for the skills of their selected activities; and• understand the stages involved in learning and mastering a skill (cognitive, associative and autonomous stages).

Content	Learning Outcomes
<p>Level of Skill (cont.)</p> <p>Preparation and Participation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand the principles and methods used to improve the performance of the skills of their selected activities: <ul style="list-style-type: none"> – explain the types of guidance to aid learning (visual, verbal, physical and manual); – explain the types of practices used for learning (whole practice, part practice, whole-part-whole practice, mental practice, fixed or drill practice, variable practice, problem-solving practice and conditioned games practice); and – explain the benefit of feedback for learning (intrinsic and extrinsic); • apply their knowledge by: <ul style="list-style-type: none"> – selecting and performing, in applied conditions, an extensive range of the skills of their selected activities safely, efficiently and effectively; and – performing the skills with sound technique, appropriate timing and accuracy; • plan, train and practise for the activity effectively and to a high standard; • work with others, lead them and serve them in all their chosen physical activities by: <ul style="list-style-type: none"> – performing in a variety of roles when participating; – officiating; – analysing and evaluating performances, and allowing their own performances to be evaluated; – solving problems and teaching and/or coaching each other; – practising with each other; and – organising events and competitions; and • find out about and make use of opportunities and pathways available for becoming or remaining involved in physical activities in a range of roles.

Content	Learning Outcomes
Genetic Make-Up	<p>Students should be able to:</p> <ul style="list-style-type: none"> • consider their anatomical and physiological make-up, understanding how the following genetic factors can determine potential performance in their selected activities: <ul style="list-style-type: none"> – height; – weight; – body proportions; – body type; – ratio of fast-twitch muscle fibres to slow-twitch muscle fibres; – vital capacity; and – stroke volume.

These general requirements should be made specific for each physical activity that the students undertake. The importance of each factor is relative; a factor may be more important in one physical activity than in another. In addition, not all of the factors listed may be relevant to all physical activities. For example, tactical ability applies more to games, whereas compositional ability applies more to dance and gymnastics.

A list of physical activities approved by CCEA along with detailed practical activity guidelines for each may be found in the document **Teacher Guidance Controlled Assessment Physical Education Component 3: Individual Performance in Physical Activities** which is available to download from www.ccea.org.uk/physical_education.

See Appendix 1 for details on specific assessment requirements for the optional activities.

See Appendix 2 for assessment criteria for Individual Performance in Physical Activity.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select and communicate their knowledge and understanding of physical activity (AO1);
- apply skills, knowledge and understanding in physical activity (AO2); and
- analyse and evaluate physical activity, and identify action to bring about improvement (AO3).

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each examination component and the overall GCSE qualification:

Assessment Objective	Component Weighting			Overall Weighting
	Component 1: Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities	Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle	Component 3: Individual Performance in Physical Activities	
AO1	20–30%	—	—	20–30%
AO2	—	15%	35%	50%
AO3	10–20%	5%	5%	20–30%
Total Weighting	40%	20%	40%	100%

4.4 Quality of written communication

In GCSE Physical Education, candidates must demonstrate their quality of written communication. In particular, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of candidates' written communication in their responses to questions and tasks requiring extended writing in the written examination.

4.5 Reporting and grading

We award GCSE qualifications on an eight grade scale from A*– G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

5 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 in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.</p> <p>They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.</p> <p>They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition, and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.</p>

Grade	Description
C (cont.)	<p>They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency.</p> <p>They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.</p> <p>They analyse effectively and comment on their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.</p>
F	<p>Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.</p> <p>They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.</p> <p>They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency.</p> <p>They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.</p> <p>They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.</p>

6 Guidance on Controlled Assessment

6.1 Skills assessed by controlled assessment

The following skills are assessed through controlled assessment:

- planning and implementing actions to develop and maintain a balanced, healthy lifestyle;
- developing competence in different types of physical activity, in different roles and contexts within the activities;
- selecting and applying tactics, strategies and compositional ideas; and
- analysing and evaluating performance and identifying areas for improvement.

In addition, elements of all these skills may be assessed externally.

6.2 Controlled assessment components

Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle

This task is **compulsory** and worth **20%** of the total marks. Candidates are required to:

- know, understand and be able to explain what constitutes a balanced, healthy lifestyle with regard to exercise, **nutrition**, work, and rest and sleep;
- audit their own lifestyles from time to time (exercise, **nutrition**, work, rest and sleep, and unhealthy habits or actions);
- analyse, interpret and evaluate the data and information from the audits to determine and be able to explain their strengths and areas for improvement;
- decide and prioritise what they will do to further develop balanced, healthy lifestyles;
- monitor and evaluate the effectiveness of carrying out their actions and the effectiveness of the actions; and
- provide evidence to demonstrate developments towards achieving and maintaining a balanced, healthy lifestyle.

Candidates must provide their teacher with evidence to demonstrate that they lead balanced, healthy lifestyles in the areas of exercise, **nutrition**, work, and rest and sleep.

Candidates' lifestyles involve actions both inside and outside school, and their evidence should reflect this.

The onus is on the candidates to provide valid and reliable evidence to the teacher. The evidence they provide may take a variety of forms:

- visual (observation or DVD recording);
- audio (oral discussion, questioning and audio recording); and
- written (questionnaires, diary, action plans or reports).

Candidates have the length of the course to develop their skills. The teacher monitors the candidate's competence in the above process.

See Appendix 2 for details of the assessment criteria.

Component 3(a): Analysing, evaluating, planning, implementing, and monitoring actions to improve skilled performance in selected physical activities

This task is **compulsory** and worth **10%** of the total marks. Candidates are required to:

- know and understand the ‘full marks’ models for demonstrating a chosen skill in one of their selected physical activities;
- observe and recall, and be able to record performances of the skills;
- evaluate performances of themselves and others to identify strengths and areas for improvement at particular times;
- decide and prioritise actions that they will carry out at these particular times to further improve their performance of the skills;
- monitor and evaluate the effectiveness of carrying out these actions and the effectiveness of these actions; and
- demonstrate valid and reliable evidence of their learning.

Candidates have the length of the course to develop their skills.

The process for improving skilled performance in the candidate’s physical activities is controlled by the centre and supervised by the teacher. The teacher continuously assesses the candidate’s competence in the above process.

See Appendix 2 for details of the assessment criteria.

Component 3(b): Improving the quality, efficiency and effectiveness of individual performances in physical activities

This task is **compulsory** and worth **30%** of the total marks.

The task involves candidates demonstrating their learning through the quality, efficiency and effectiveness of their performances in **three** physical activities from at least **two** of the categories below.

The categories are:

- athletics activities (for example athletics and swimming);
- dance activities (for example ballroom, national and contemporary);
- games activities (for example football, netball and badminton);
- gymnastics activities (for example, olympic gymnastics and trampolining);
- outdoor adventure activities (for example orienteering and hill walking); and
- specialist activities (for example martial arts and show-jumping).

At least two of the activities must be centre controlled and carried out under the direct supervision of the teacher. Candidates may be assessed in **only one activity taken outside the direct supervision of the teacher.**

Candidates, under applied conditions, must consistently:

- show that they can apply a range of the strategies and tactical principles, or the compositional ideas and compositional principles used, in different contexts and roles in their selected physical activities;
- select a range of the skills of their selected physical activities and perform them effectively and efficiently in different contexts and roles;
- meet the physical fitness demands of their selected physical activities;
- show attitudes and behaviour that support success and fair play in their selected physical activities; and
- show a clear knowledge and understanding of the rules and conventions of their selected physical activities.

Candidates are required to provide valid and reliable evidence of their learning.

They must show their learning through the quality, efficiency and effectiveness of their performances in their selected activities.

Guidelines for the assessment of activities taken outside the direct supervision of the teacher

Candidates may be assessed in only **one** activity taken outside the direct supervision of the teacher.

Centres must notify us of their intention to assess candidates using an activity taken outside the direct supervision of the teacher. The following information must be provided to CCEA using the Non-Centre Controlled Activity form available to download from www.ccea.org.uk/physical_education

- the activity;
- the name and address of the club, with confirmation that it is recognised by the appropriate governing body;
- that they have contacted the coach and/or trainer and given them the appropriate practical activity guideline and assessment criteria;
- the assessment arrangements (date, location and name of the person carrying out the assessment); and
- the nature of the evidence that will be made available to the moderator (for example video or written report).

The form must be submitted prior to the candidate embarking on the activity as part of their GCSE Physical Education course and in all cases not later than the end of the autumn term in Year 12.

Activities completed outside of school must be carried out under the control of the governing bodies of the physical activities. They must be supervised by the governing bodies' suitably qualified coaches and teachers. The teacher working with the coach must be satisfied that the practical requirements for this specification have been covered. The teacher must also make sure that the marking is done fairly using our criteria for GCSE Physical Education.

Improving the quality, efficiency and effectiveness of individual performances as leaders and officials

One assessment may be based on the quality of the candidates' performances as leaders **and** officials.

Candidates are required to:

- know and understand the roles leaders and officials can have in organising their selected physical activity;
- plan, set up and run appropriate practice and training workouts for their selected physical activity;
- know, understand and be able to explain how to organise different types of competitions for their selected physical activity;
- organise and run competitions for their selected physical activity;
- know and understand the rules and conventions of their selected physical activity;
- act as referee or umpire in their selected physical activity; and
- know and understand how to organise entry and participation in official events for their selected physical activity; and
- provide valid and reliable evidence of their learning.

Skills should be developed through the course.

The planning and running of practice and training sessions, the running of a range of competitions and the refereeing of selected physical activities are controlled by the centre and supervised by the teacher.

The teacher continuously monitors and assesses the performances of each candidate.

See Appendix 2 for details of the assessment criteria.

6.3 The teacher's role during the controlled assessment tasks

The teacher may give guidance to candidates as follows:

- Candidates should be given the opportunity to develop knowledge and understanding of:
 - what constitutes a balanced, healthy lifestyle;
 - how to audit, analyse and evaluate data; and
 - action planning: teachers should encourage candidates to carry out an action plan.
- Candidates may be taught:
 - the 'full marks' model for the skills of their selected physical activities;
 - how to develop their skills of observation;
 - how to analyse performances critically to identify strengths and areas for improvement; and
 - how to explain observed evidence of strengths and areas for improvement.

They should have opportunities to demonstrate what they know, understand and can do in this area.

- Teachers may help candidates to know and understand:
 - the relative importance of the factors that determine the quality and effectiveness of performance in their selected physical activities; and
 - what rates as very good performance in the factors.

Candidates should have opportunities to demonstrate this knowledge and understanding.

- Candidates may be taught how to draw up safe, effective short-term action plans to improve the quality and effectiveness of performance in the identified areas of priority. They should have opportunities to demonstrate what they know, understand and can do in this area.
- Candidates should have opportunities to:
 - be taught the principles and methods of training or learning that are used to improve the quality and effectiveness of performance; and
 - plan and apply them in their action plans.
- Candidates should be given opportunities:
 - to work with others to implement and carry out action plans;
 - to monitor and review the effectiveness of the action plans; and
 - to make changes when necessary.
- Candidates should:
 - have opportunities to lead others in the learning process;
 - be willing to serve others in the learning process; and
 - have opportunities to organise competitions and to officiate.

- Teachers should work to help the candidates help themselves to improve the quality and effectiveness of their performance in their selected physical activities through learning. They should give the candidates opportunities to demonstrate their learning under realistic conditions as applicable to the practical activity.

6.4 Level of control

Rules for controlled assessment in GCSE Physical Education are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.5 Task setting

The level of control for the setting of Components 2 and 3 is limited. This means that the centre sets the tasks according to our criteria.

The controlled assessment tasks provide opportunities for centres to contextualise the tasks to better suit their specific circumstances. This includes the availability of and access to resources.

6.6 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	<p>Candidates must complete all work, with the exception of research and preparation, under informal supervision.</p> <p>They may complete their research and preparation under limited supervision.</p> <p>Teachers must be able to authenticate the work. They must ensure that candidates acknowledge and reference any sources used.</p>
Feedback	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; • ensuring work is completed in accordance with the specification requirements; and • ensuring work can be assessed in accordance with the procedures and marking criteria. <p>Candidates should reach their own conclusions.</p> <p>For more information on the role of the teacher, see Section 6.3.</p>
Time Limit	<p>In Component 2, each candidate's action plan must cover a period of 8 weeks.</p>
Collaboration	<p>The work of each individual may be informed by working with others, but each candidate must provide an individual response.</p>
Resources	<p>Candidates' access to resources is determined by those available to the centre.</p> <p>Centres should limit candidates' access to those needed for the task.</p> <p>Candidates must reference any resources that they access via the internet.</p>

6.7 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using criteria that we provide.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

6.8 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

6.9 Moderation

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission.

6.10 Reusing marks

We allow candidates to carry forward marks from moderated controlled assessments until we withdraw the specification.

See Appendix 3 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers **and mark schemes**;
- Chief Examiner's reports;
- Principal Moderator's reports;
- **Teacher Guidance: Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle**;
- **Teacher Guidance: Component 3: Individual Performance in Physical Activities**;
- schemes of work;
- centre support visits;
- agreement trials;
- student guides;
- controlled assessment guidance for candidates (Component 2);
- exemplification of **examination performance**.

You can find our Annual Support Programme of events and materials for GCSE Physical Education on our website at www.ccea.org.uk/physical_education.

7.2 Curriculum objectives

This specification addresses and builds upon the broad aims of the Northern Ireland, Curriculum and the Programme of Study for Key Stage 4 for Wales. In particular, it enables students to:

- plan and participate in a regular, frequent and balanced programme of physical activity that:
 - develops their interests and talents;
 - extends their knowledge, understanding and skills; and
 - contributes to and helps sustain a healthy and active lifestyle;
- evaluate their own performances and those of others;
- recognise and manage risk and apply safe principles and procedures before, during and after physical activity;
- experience and understand different roles within a range of physical activities; and
- know how to access sporting and recreational opportunities in the local and wider community.

Students gain valuable experience and develop as individuals, contributors to society, the economy and the environment.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification gives students the chance to develop and generate evidence for assessing the nationally recognised Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem-Solving
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the [CCEA](http://www.ccea.org.uk) website at www.ccea.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. However, candidates with disabilities may find some physical activities difficult. This qualification requires students to complete three performances in practical contexts in at least two different types of activity **in addition to demonstrating skill**. At least two performances must be as player/participant.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
(telephone (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Officer with Subject Responsibility: **Peter Davidson**
(telephone (028) 9026 1200, extension 2993, email: pdavidson@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Specific Requirements for Particular Optional Activities

Activities	Individual Performance in Dance	Individual Performance in Gymnastics	
		Curriculum	Trampolining
Content	<p>The general requirements highlight in broad terms what students should know, understand and be able to do (see pages 23–27). These should be made specific to, and applied to, the different activities.</p> <p>Appropriate contexts, environments and challenges should be provided to allow students to demonstrate their learning.</p>		
Assessment	<p>Students should demonstrate their learning in one of the following ways:</p> <p>Option 1 Students compose and perform two different repeatable sequences of dance actions to music. The dances should include appropriate variations in the use of body parts, space, dynamics and relationships. Each dance sequence should last a minimum of one minute.</p> <p>Option 2 Students compose and perform one repeatable sequence of dance actions to music. The dance should include appropriate variations in the use of body parts, space, dynamics and relationships. The dance sequence should last a minimum of one minute. They also perform a minimum of one set dance from a distinct cultural dance form.</p>	<p>Students should demonstrate their learning through composing and performing:</p> <ul style="list-style-type: none"> • one repeatable sequence of gymnastic actions on the floor and apparatus, lasting a minimum of one minute and including at least: <ul style="list-style-type: none"> – travelling and non-travelling gymnastic actions; – jumping, flight and landing; and – appropriate variations in use of body parts, space, dynamics and relationships; and • a minimum of two vaults. 	<p>Students should demonstrate their learning through composing and performing a minimum of two repeatable ten bounce routines.</p>

Activities	Individual Performance in Athletics	Individual Performance in Games	Individual Performance in Outdoor	Individual Performance in Specialist
Content	<p>The general requirements highlight in broad terms what students should know, understand and be able to do (see pages 23–27). These should be made specific to, and applied to, the different activities.</p> <p>Appropriate contexts, environments and challenges should be provided to allow students to demonstrate their learning.</p>			
Assessment	<p>Students should demonstrate their learning through performing in two events. The events must be chosen from two of the following categories: track, jumps and throws.</p>	<p>Students should demonstrate their learning through performing in the full game. If numbers do not permit this, they may perform in adapted games.</p>	<p>Students should demonstrate their learning through preparing and undertaking a journey safely in an unfamiliar environment.</p> <p>In orienteering, they should demonstrate their learning by performing in orienteering competitions.</p>	<p>Students should demonstrate their learning through performing their chosen specialist activity under normal conditions.</p>

For more information, see:

- Section 6 for guidance on Controlled Assessment;
- Section 7 for details of further guidance, advice, or support available; and
- Appendix 2 for the assessment criteria for Component 3: Individual Performance in Physical Activities.

For full details on all the physical activities approved by CCEA, see **Teacher Guidance Controlled Assessment Physical Education Component 3: Individual Performance in Physical Activities** which can be downloaded from www.ccea.org.uk/physical_education.

Appendix 2

Assessment Criteria for Components 2 and 3

Component 2: Developing and Maintaining a Balanced, Healthy Lifestyle

Range	Description of Performance	Marks
1	<p>The candidate consistently shows limited-to-basic learning when applying the process to lead a balanced, healthy lifestyle.</p> <p>The candidate demonstrates a limited-to-basic ability to:</p> <ul style="list-style-type: none"> • audit and to critically analyse their own lifestyle; • explain observed evidence of strengths and areas for improvement and to identify the priority areas for action; and • use appropriate principles and methods to set up safe, effective, short-term action plans to develop and maintain a balanced, healthy lifestyle. <p>The candidate can rarely work with others to successfully carry out the action plans, to monitor and review the effectiveness of the action plans and to make changes when necessary.</p> <p>The evidence consistently shows that the candidate has a limited healthy lifestyle.</p>	1–5
2	<p>The candidate consistently shows basic-to-moderate learning when applying the process to lead a balanced, healthy lifestyle.</p> <p>The candidate demonstrates a basic-to-moderate ability to:</p> <ul style="list-style-type: none"> • audit and to critically analyse their own lifestyle; • explain observed evidence of strengths and areas for improvement and to identify the priority areas for action; and • use appropriate principles and methods to set up safe, effective, short-term action plans to develop and maintain a balanced, healthy lifestyle. <p>The candidate can sometimes work with others to successfully carry out the action plans, to monitor and review the effectiveness of the action plans and to make changes when necessary.</p> <p>The evidence consistently shows that the candidate has a partially healthy lifestyle.</p>	6–10

Range	Description of Performance	Marks
3	<p>The candidate consistently shows moderate-to-competent learning when applying the process to lead a balanced, healthy lifestyle.</p> <p>The candidate demonstrates a moderate-to-competent ability to:</p> <ul style="list-style-type: none"> • audit and to critically analyse their own lifestyle; • explain observed evidence of strengths and areas for improvement and to identify the priority areas for action; and • use appropriate principles and methods to set up safe, effective, short-term action plans to develop and maintain a balanced, healthy lifestyle. <p>The candidate can usually work with others to successfully carry out the action plans, to monitor and review the effectiveness of the action plans and to make changes when necessary.</p> <p>The evidence consistently shows that the candidate has a fairly balanced, healthy lifestyle.</p>	11–15
4	<p>The candidate consistently shows competent-to-good learning when applying the process to lead a balanced, healthy lifestyle.</p> <p>The candidate demonstrates a competent-to-good ability to:</p> <ul style="list-style-type: none"> • audit and to critically analyse their own lifestyle; • explain observed evidence of strengths and areas for improvement and to identify the priority areas for action; and • use appropriate principles and methods to set up safe, effective, short-term action plans to develop and maintain a balanced, healthy lifestyle. <p>The candidate can fairly consistently work with others to successfully carry out the action plans, to monitor and review the effectiveness of the action plans and to make changes when necessary.</p> <p>The evidence shows clearly that the candidate has a balanced, healthy lifestyle.</p>	16–20
5	<p>The candidate consistently shows highly competent learning when applying the process to lead a balanced, healthy lifestyle.</p> <p>The candidate demonstrates a highly competent ability to:</p> <ul style="list-style-type: none"> • audit and to critically analyse their own lifestyle; • explain observed evidence of strengths and areas for improvement and to identify the priority areas for action; and • use appropriate principles and methods to set up safe, effective, short-term action plans to develop and maintain a balanced, healthy lifestyle. <p>The candidate can consistently work with others to successfully carry out the action plans, to monitor and review the effectiveness of the action plans and to make changes when necessary.</p> <p>The evidence shows clearly and consistently that the candidate has a balanced, healthy lifestyle.</p>	21–25

Award a mark of 0 for work not worthy of credit.

Component 3: Individual Performance in Physical Activities

(a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities

Range	Description of Performance	Marks
1	<p>The candidate consistently shows limited-to-basic learning when applying the process to improve skilled performance in physical activities.</p> <p>The candidate demonstrates limited-to-basic:</p> <ul style="list-style-type: none"> • knowledge and understanding of the ‘full marks’ model; • ability to observe, and to analyse critically their performance to identify strengths and areas for improvement; and • ability to explain observed evidence of strengths and areas for improvement, and to identify the priority areas for action. <p>The candidate demonstrates limited-to-basic ability to use appropriate principles and methods to set up safe, effective, short-term action plans to improve skill in identified areas.</p> <p>The candidate can rarely work with others (leading or serving) to carry out the action plans successfully, to monitor and review the effectiveness of the action plans, and to make changes when necessary.</p>	1–5
2	<p>The candidate consistently shows basic-to-moderate learning when applying the process to improve skilled performance in physical activities.</p> <p>The candidate demonstrates basic-to-moderate:</p> <ul style="list-style-type: none"> • knowledge and understanding of the ‘full marks’ model; • ability to observe and to analyse critically their performance to identify strengths and areas for improvement; and • ability to explain observed evidence of strengths and areas for improvement, and to identify the priority areas for action. <p>The candidate demonstrates basic-to-moderate ability to use appropriate principles and methods to set up safe, effective, short-term action plans to improve the quality and effectiveness of performance in the identified areas.</p> <p>The candidate can sometimes work with others (leading or serving) to carry out the action plans successfully, to monitor and review the effectiveness of the action plans, and to make changes when necessary.</p>	6–10

Range	Description of Performance	Marks
3	<p>The candidate consistently shows moderate-to-competent learning when applying the process to improve skilled performance in physical activities. Strengths outweigh weaknesses.</p> <p>The candidate demonstrates moderate-to-competent:</p> <ul style="list-style-type: none"> • knowledge and understanding of the ‘full marks’ model; • ability to observe, and to analyse critically their performance to identify strengths and areas for improvement; and • ability to explain observed evidence of strengths and areas for improvement, and to identify the priority areas for action. <p>The candidate demonstrates moderate-to-competent ability to use appropriate principles and methods to set up safe, effective, short-term action plans to improve the quality and effectiveness of performance in the identified areas.</p> <p>The candidate can usually work with others (leading or serving) to carry out successfully the action plans, to monitor and review the effectiveness of the action plans, and to make changes when necessary.</p>	11–15
4	<p>The candidate consistently shows competent-to-good learning when applying the process to improve skilled performance in physical activities.</p> <p>The candidate demonstrates competent-to-good:</p> <ul style="list-style-type: none"> • knowledge and understanding of the ‘full marks’ model; • ability to observe, and to analyse critically their performance to identify strengths and areas for improvement; and • ability to explain observed evidence of strengths and areas for improvement, and to identify the priority areas for action. <p>The candidate demonstrates competent-to-good ability to use appropriate principles and methods to set up safe, effective, short-term action plans to improve the quality and effectiveness of performance in the identified areas.</p> <p>The candidate can work fairly consistently with others (leading or serving) to carry out successfully the action plans, to monitor and review the effectiveness of the action plans, and to make changes when necessary.</p>	16–20
5	<p>The candidate consistently shows highly competent learning when applying the process to improve skilled performance in physical activities.</p> <p>The candidate demonstrates high competence in their:</p> <ul style="list-style-type: none"> • knowledge and understanding of the ‘full marks’ model; • ability to observe, and to analyse critically their performance to identify strengths and areas for improvement; and • ability to explain observed evidence of strengths and areas for improvement, and to identify the priority areas for action, <p>The candidate demonstrates a highly competent ability to use appropriate principles and methods to set up safe, effective, short-term action plans to improve the quality and effectiveness of performance in the identified areas.</p> <p>The candidate can work consistently with others (leading or serving) to carry out successfully the action plans, to monitor and review the effectiveness of the action plans, and to make changes when necessary.</p>	21–25

Award a mark of 0 for work not worthy of credit.

Component 3(b) Improving the quality, efficiency and effectiveness of individual performances in physical activities

Range	Description of Performance	Marks
1	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows limited-to-basic learning.</p> <p>Under realistic conditions as applicable to the practical activity, the candidate:</p> <ul style="list-style-type: none"> consistently demonstrates limited application of the strategies and tactical principles, or the compositional ideas and compositional principles used in the physical activity; selects and performs, with some efficiency and effectiveness, a few of the skills of the physical activity; has difficulty performing to the physical fitness demands of the physical activity; sometimes demonstrates a few of the attitudes and behaviours associated with success and fair play in the physical activity; and demonstrates limited understanding of the rules and conventions of the physical activity. 	1–5
2	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows basic-to-moderate learning.</p> <p>Under realistic conditions as applicable to the practical activity, the candidate:</p> <ul style="list-style-type: none"> consistently demonstrates some application of the strategies and tactical principles, or the compositional ideas and compositional principles used in the physical activity; selects and performs, with some efficiency and effectiveness, a range of the skills of the physical activity; sometimes performs to the physical fitness demands of the physical activity; usually demonstrates a range of the attitudes and behaviours associated with success and fair play in the physical activity; and demonstrates basic understanding of the rules and conventions of the physical activity. 	6–10
3	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows moderate-to-competent learning.</p> <p>Under realistic conditions as applicable to the practical activity, the candidate:</p> <ul style="list-style-type: none"> consistently demonstrates effective application of a range of the strategies and tactical principles, or a range of the compositional ideas and compositional principles used in the physical activity; selects and performs efficiently and effectively a range of the skills of the physical activity; usually performs to the physical fitness demands of the physical activity; consistently demonstrates a range of the attitudes and behaviour associated with success and fair play in the physical activity; and demonstrates moderate understanding of the rules and conventions of the physical activity. 	11–15

Range	Description of Performance	Marks
4	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows competent-to-good learning.</p> <p>Under realistic conditions as applicable to the practical activity, the candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates effective application of a wide range of the strategies and tactical principles, or a wide range of the compositional ideas and compositional principles used in the physical activity; • selects and performs efficiently and effectively a wide range of the skills of the physical activity; • mostly performs to the physical fitness demands of the physical activity; • consistently demonstrates a wide range of the attitudes and behaviours associated with success and fair play in the physical activity; and • demonstrates a sound understanding of the rules and conventions of the physical activity. 	16–20
5	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows highly competent learning.</p> <p>Under realistic conditions as applicable to the practical activity, the candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates effective application of an extensive range of the strategies and tactical principles, or an extensive range of the compositional ideas and compositional principles used in the physical activity; • selects and performs efficiently and effectively an extensive range of the skills of the physical activity; • consistently performs to the physical fitness demands of the physical activity; • consistently demonstrates an extensive range of the attitudes and behaviours associated with success and fair play in the physical activity; and • demonstrates a comprehensive understanding of the rules and conventions of the physical activity. 	21–25

Award a mark of 0 for work not worthy of credit.

The following criteria should be used to assess performances as leader/official in physical activities:

Range	Description of Performance	Marks
1	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows limited-to-basic learning.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates limited knowledge and understanding of the roles leaders and officials have in running and/or organising physical activities; • applies consistently and effectively a few of the essential skills when planning, setting-up and running appropriate practice and training sessions for physical activities; • consistently demonstrates limited knowledge and understanding of how to organise and run different types of competitions for their selected physical activities; • applies consistently and effectively a few of the essential skills when organising and running a range of competitions; • consistently demonstrates limited knowledge and understanding of the rules and conventions of their selected physical activities; • applies consistently and effectively a few of the essential skills when refereeing or umpiring in their selected physical activities; and • consistently demonstrates limited knowledge and understanding of the opportunities and pathways available for remaining involved in their selected activities in a range of roles. 	1–5
2	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows basic-to-moderate learning.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates some knowledge and understanding of the roles leaders and officials have in running and/or organising physical activities; • applies consistently and effectively some of the essential skills when planning, setting-up and running appropriate practice and training sessions for physical activities; • consistently demonstrates some knowledge and understanding of how to organise and run different types of competitions for their selected physical activities; • applies consistently and effectively some of the essential skills when organising and running a range of competitions; • consistently demonstrates some knowledge and understanding of the rules and conventions of their selected physical activities; • applies consistently and effectively some of the essential skills when refereeing or umpiring in their selected physical activities; and • consistently demonstrates basic knowledge and understanding of the opportunities and pathways available for remaining involved in their selected activities in a range of roles. 	6–10

Range	Description of Performance	Marks
3	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows moderate-to-competent learning.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates moderate knowledge and understanding of the roles leaders and officials have in running and/or organising physical activities; • applies consistently and effectively a range of the essential skills when planning, setting-up and running appropriate practice and training sessions for physical activities; • consistently demonstrates moderate knowledge and understanding of how to organise and run different types of competitions for their selected physical activities; • applies consistently and effectively a range of the essential skills when organising and running a range of competitions; • consistently demonstrates moderate knowledge and understanding of the rules and conventions of their selected physical activities; • applies consistently and effectively a range of the essential skills when refereeing or umpiring in their selected physical activities; and • consistently demonstrates moderate knowledge and understanding of the opportunities and pathways available for remaining involved in their selected activities in a range of roles. 	11–15
4	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows competent-to-good learning.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates sound knowledge and understanding of the roles leaders and officials have in running and/or organising physical activities; • applies consistently and effectively a wide range of the essential skills when planning, setting-up and running appropriate practice and training sessions for physical activities; • consistently demonstrates sound knowledge and understanding of how to organise and run different types of competitions for their selected physical activities; • applies consistently and effectively a wide range of the essential skills when organising and running a range of competitions; • consistently demonstrates sound knowledge and understanding of the rules and conventions of their selected physical activities; • applies consistently and effectively a wide range of the essential skills when refereeing or umpiring in their selected physical activities; and • consistently demonstrates sound knowledge and understanding of the opportunities and pathways available for remaining involved in their selected activities in a range of roles. 	16–20

Range	Description of Performance	Marks
5	<p>The quality, efficiency and effectiveness of the candidate's performances consistently shows highly competent learning.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • consistently demonstrates comprehensive knowledge and understanding of the roles leaders and officials have in running and/or organising physical activities; • applies consistently and effectively an extensive range of the essential skills when planning, setting-up and running appropriate practice and training sessions for physical activities; • consistently demonstrates comprehensive knowledge and understanding of how to organise and run different types of competitions for their selected physical activities; • applies consistently and effectively an extensive range of the essential skills when organising and running a range of competitions; • consistently demonstrates comprehensive knowledge and understanding of the rules and conventions of their selected physical activities; • applies consistently and effectively an extensive range of the essential skills when refereeing or umpiring in their selected physical activities; and • consistently demonstrates comprehensive knowledge and understanding of the opportunities and pathways available for remaining involved in their selected activities in a range of roles. 	21–25

Award a mark of 0 for work not worthy of credit.

Appendix 3

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking</p>
External assessment	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations.</p> <p>Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

Summary of Changes since First Issue*(Most recent changes are indicated in red on the latest version)*

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	10 June 2009	7	Change of word Teaches to Teachers
Version 2	10 June 2009	14	Moved down Principles for Developing Physical Well-being
Version 2	10 June 2009	21	Change of word students to student's
Version 2	10 June 2009	35	Change of word has to have
Version 3	6 June 2011	6	Text added and deleted
Version 3	6 June 2011	21	Text added and text formatted
Version 3	6 June 2011	22	Text amended and formatted
Version 3	6 June 2011	27, 28	Text deleted and tables removed
Version 3	6 June 2011	33–35	Text added and deleted
Version 3	6 June 2011	43, 44	Text added and deleted
Version 4	19 January 2012	20, 38	Period of time changed from 12 to 8 weeks
Version 4	19 January 2012	33	Text amended a chosen skill
Version 4	30 July 2012	Inner	QAN number changed

Version 4	30 July 2012	Throughout the document	Removal of references to England
Version 4	31 July 2012	Throughout the document	Reference to 'diet' replaced by nutrition or nutritional intake
Version 4	31 July 2012	40	Amendments to range of support available
Version 5	21 October 2013	43	Section 5.8 updated contact details