

## CCEA Entry Level Specification in Physical Education

For first teaching from September 2015  
For first award in Summer 2016

Subject Code: 7210

# physical education



## Foreword

This booklet contains the specification for CCEA's Entry Level in Physical Education for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

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](http://www.ccea.org.uk)

You will find the most up-to-date version of this specification on our website [www.ccea.org.uk](http://www.ccea.org.uk)

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## 1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Physical Education course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

### 1.1 Aims

This specification gives learners the opportunity to:

- develop their interest in and enjoyment of physical education;
- develop skilful body management in a variety of activities;
- develop employability skills; and
- apply their learning in a practical context.

### 1.2 Key features

The key features of the specification appear below:

- There are nine units available at each level; learners must complete Unit one and five other units to achieve a full qualification.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in Physical Education at Key Stage 3.
- It develops skills that prepare learners for working and adult life.
- It provides a progression route to further learning.
- Teachers carry out the assessment, and we carry out external moderation.
- Learners are not permitted to complete the same unit at different levels.

### 1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

### 1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5601/6.

## 2 Specification at a Glance

The following table summarises the structure of this qualification. Learners must complete six of the nine units available. All learners must complete Unit 1.

See Appendix 1 for a list of suggested practical activities for each unit.

### Entry 1, 2 and 3

Content	GLH	Assessment and Availability
<b>Unit 1: Healthy, Active Lifestyle (mandatory)</b>	20	Learners must complete a portfolio of evidence.
<b>Unit 2: Creative Activities</b>	20	Teachers assess the work, and we carry out external moderation.  Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
<b>Unit 3: Leisure for Pleasure</b>	20	
<b>Unit 4: Net Games and Wall Games</b>	20	
<b>Unit 5: Adventurous Activities</b>	20	
<b>Unit 6: Striking Games</b>	20	
<b>Unit 7: Invasion Games</b>	20	
<b>Unit 8: Fitness and Athletic Activities</b>	20	
<b>Unit 9: Water Based Activities</b>	20	

## 3 Qualification Content

### 3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in Physical Education at Entry 1, Entry 2 or Entry 3, learners must complete six units from the nine available. Unit 1 is mandatory.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

## 3.2 Unit 1: Healthy, Active Lifestyle

**Unit purpose and aim:** In this unit, learners focus on the components of a healthy, active lifestyle. They understand through participation how activities can be effective in improving their own lifestyle.

**This is a mandatory unit.**

### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand the components of a healthy, active lifestyle</b>	1.1 identify one of the following influences on a healthy, active lifestyle: (a) balanced diet; (b) physical activity; (c) personal hygiene; or (d) the effects of smoking, alcohol and drugs (SAD);  1.2 complete one task to raise awareness of a healthy, active lifestyle, for example a PowerPoint presentation, leaflet, poster or photographic portfolio;
<b>2. Be able to show how they can apply their knowledge to their own lifestyle</b>	2.1 participate in one activity that improves the quality of their lifestyle and relates to: (a) eating a balanced diet; (b) engaging in physical activity; (c) adopting appropriate personal hygiene habits; or (d) appreciating the negative effects of smoking, alcohol and drugs (SAD); and
<b>3. Evaluate performance</b>	3.1 identify good practice in maintaining a healthy, active lifestyle.

## Entry 2

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Understand the components of a healthy, active lifestyle</b>	1.1 identify at least two of the following influences on a healthy, active lifestyle: (a) balanced diet; (b) physical activity; (c) personal hygiene; and/or (d) the effects of smoking, alcohol and drugs (SAD);  1.2 complete at least two tasks to raise awareness of influences on a healthy, active lifestyle, for example a PowerPoint presentation, leaflet, poster and/or photographic portfolio;
<b>2. Be able to show how they can apply their knowledge to their own lifestyle</b>	2.1 participate in at least two activities that improve the quality of their lifestyle from: (a) eating a balanced diet; (b) engaging in physical activity; (c) adopting appropriate personal hygiene habits; and/or (d) appreciating the negative effects of smoking, alcohol and drugs (SAD);
<b>3. Evaluate performance</b>	3.1 identify good practice in maintaining a healthy, active lifestyle; and  3.2 suggest how to improve some aspects of their own lifestyle.

## Entry 3

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Understand the components of a healthy, active lifestyle</b>	1.1 identify all four of the following influences on a healthy, active lifestyle: (a) balanced diet; (b) physical activity; (c) personal hygiene; and (d) the effects of smoking, alcohol and drugs (SAD);  1.2 complete three tasks (each from a different influence) to raise awareness of the importance of a healthy, active lifestyle, including for example a PowerPoint presentation, leaflet, poster and/or photographic portfolio;
<b>2. Be able to show how they can apply their knowledge to their own lifestyle</b>	2.1 participate in three of the following activities that improve the quality of their lifestyle: (a) eating a balanced diet; (b) engaging in physical activity; (c) adopting appropriate personal hygiene habits; and (d) appreciating the negative effects of smoking, alcohol and drugs (SAD);  2.2 describe how participation in activities can contribute to a healthy, active lifestyle;
<b>3. Evaluate performance</b>	3.1 identify good practice in maintaining a healthy, active lifestyle; and  3.2 suggest how to improve some aspects of their own performance.

### 3.3 Unit 2: Creative Activities

**Unit purpose and aim:** This unit enables learners to develop a creative sequence (with support) as an individual, with a partner or as a member of a group through creative dance, gymnastics or trampolining.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Create a short dance phrase/motif, plan a short gymnastic sequence or plan a trampoline sequence</b>	1.1 (a) create a dance phrase/motif as an individual, with a partner or as a member of a group; OR  (b) plan five gymnastic actions (apparatus optional); OR  (c) plan five movements on a trampoline;
<b>2. Perform a short dance phrase/motif, perform a short gymnastic sequence or perform a trampoline sequence</b>	2.1 (a) perform a short dance phrase/motif demonstrating two of the following: <ul style="list-style-type: none"> <li>– body awareness, including body shape;</li> <li>– variety in the use of levels;</li> <li>– awareness of space;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (b) perform a simple set dance from another culture or tradition; OR  (c) perform a planned sequence that includes five gymnastic elements and demonstrates two of the following: <ul style="list-style-type: none"> <li>– body awareness;</li> <li>– use of levels;</li> <li>– direction;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (d) perform a five bounce sequence (free bouncing permitted); and
<b>3. Evaluate performance</b>	3.1 comment on the quality of their performance.

## Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<b>1. Create a dance phrase/motif, plan a gymnastic sequence or plan a trampoline sequence</b>	1.1 (a) create a dance phrase/motif as an individual, with a partner or as a member of a group, demonstrating two of the following: <ul style="list-style-type: none"> <li>– body awareness, including body shape;</li> <li>– variety in the use of levels;</li> <li>– awareness of space;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (b) plan five appropriate gymnastic actions on (apparatus optional); OR (c) plan five movements on a trampoline, showing good height;
<b>2. Perform a dance phrase/motif, perform a short gymnastic sequence OR perform a trampoline sequence</b>	2.1 (a) perform a dance phrase/motif demonstrating three of the following: <ul style="list-style-type: none"> <li>– body awareness, including body shape;</li> <li>– variety in the use of levels;</li> <li>– awareness of space;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (b) perform two simple set dances from another culture or tradition; OR (c) perform a planned sequence, with some control, which includes five gymnastic elements and demonstrates three of the following: <ul style="list-style-type: none"> <li>– body awareness;</li> <li>– use of levels;</li> <li>– direction;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (d) perform a five bounce sequence with no free bouncing, showing good height.
<b>3. Evaluate performance</b>	3.1 comment on the quality of their performance; and 3.2 suggest how to improve one aspect of the performance.

## Entry 3

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Choreograph an extended dance phrase/motif, plan a gymnastic sequence or plan a trampoline sequence</b>	1.1 (a) create a dance phrase/motif as an individual, with a partner or as a member of a group that demonstrates three of the following: <ul style="list-style-type: none"> <li>– body awareness, including body shape;</li> <li>– variety in the use of levels;</li> <li>– awareness of space;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (b) plan six gymnastic actions (apparatus optional); OR (c) plan a six bounce trampoline sequence, showing good height and some clarity of shape;
<b>2. Perform an extended dance phrase/motif, perform a gymnastic sequence or perform a trampoline sequence</b>	2.1 (a) perform an extended dance phrase/motif in which they have contributed to the choreography, demonstrating two of the following: <ul style="list-style-type: none"> <li>– body awareness, including body shape;</li> <li>– variety in the use of levels;</li> <li>– awareness of space;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (b) perform three simple set dances from another culture or tradition; OR (c) perform a planned sequence, with good control, which includes six gymnastic elements and demonstrates three of the following: <ul style="list-style-type: none"> <li>– body awareness;</li> <li>– use of levels;</li> <li>– direction;</li> <li>– changes of speed; and/or</li> <li>– flow; OR</li> </ul> (d) perform a six bounce sequence with no free bouncing, showing good height and some clarity of shape;
<b>3. Evaluate performance</b>	3.1 comment on the quality of their performance; and 3.2 suggest how to improve two aspects of their performance and the performance of others.

### 3.4 Unit 3: Leisure for Pleasure

**Unit purpose and aim:** To heighten awareness of the benefits of leisure time and activity opportunities.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Understand what leisure time means</b>	1.1 identify what leisure time means;
<b>2. Participate in a range of leisure activities</b>	2.1 identify four leisure activities and where they might participate in these; 2.2 participate in two leisure activities; and
<b>3. Evaluate leisure activities in which they have participated</b>	3.1 identify at least two leisure activities they like and two they dislike.

#### Entry 2

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Understand what leisure time means</b>	1.1 describe what leisure time means; 1.2 identify four leisure activities where they might participate in these;
<b>2. Participate in a range of leisure activities</b>	2.1 participate in three leisure activities;
<b>3. Evaluate leisure activities in which they have participated</b>	3.1 identify at least two leisure activities they like and explain why; and 3.2 identify at least two leisure activities they dislike and explain why.

### Entry 3

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Understand what leisure time means</b>	1.1 explain what leisure time means; 1.2 identify at least four leisure activities; 1.3 explain the benefits of leisure activities;
<b>2. Participate in a range of leisure activities</b>	2.1 participate in three leisure activities, one of which should be new to the learner;
<b>3. Evaluate leisure activities in which they have participated</b>	3.1 select at least two leisure activities they like and explain why; 3.2 identify at least two leisure activities they dislike and explain why; and 3.3 describe a leisure activity that they would like to continue to do and explain why.

### 3.5 Unit 4: Net Games and Wall Games

**Unit purpose and aim:** To enable learners to develop knowledge and a range of skills required to play, coach or officiate in a net or wall game.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to perform, coach or officiate in a net game or wall game within the rules or laws</b>	1.1 understand the general aim of the game, knowing two rules or laws;
<b>2. Be able to apply decision making skills</b>	2.1 on two occasions, in a net game or wall game: (a) select the correct skill; OR (b) suggest an appropriate skill to develop; OR (c) award the correct decision;
<b>3. Be able to show performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills on two occasions; and
<b>4. Evaluate performance</b>	4.1 identify two strengths in their own performance.

#### Entry 2

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to perform, coach or officiate in a net game or wall game within the rules or laws</b>	1.1 show understanding of the game and its main rules or laws; and
<b>2. Be able to apply decision making skills</b>	2.1 with some consistency, in a net game or wall game: (a) select the correct decision; OR (b) suggest an appropriate skill to develop; OR (c) award the correct decision.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>3. Be able to show performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills with some consistency;
<b>4. Evaluate performance</b>	4.1 identify two strengths in their own performance; and 4.2 identify an area to improve in their own performance.

### Entry 3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>1. Be able to perform, coach or officiate in a net game or wall game within the rules or laws</b>	1.1 show good understanding of the game and all of its main rules or laws;
<b>2. Be able to apply decision making skills</b>	2.1 consistently, in a net game or wall game: (a) select the correct decision and/or tactic; OR (b) suggest an appropriate skill to develop; OR (c) award the correct decision;
<b>3. Be able to show performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills with consistency;
<b>4. Evaluate performance</b>	4.1 identify two strengths in their own performance; 4.2 identify an area to improve in their own performance; and 4.3 identify two ways to improve the performance of others.

### 3.6 Unit 5: Adventurous Activities

**Unit purpose and aim:** To give learners the opportunity to participate or coach safely in an adventurous activity.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to prepare safely for an activity</b>	1.1 identify the equipment needed to participate in an activity safely; 1.2 understand two basic terms associated with that activity;
<b>2. Be able to perform or coach an adventure activity safely</b>	2.1 (a) understand two protocols and/or techniques required for safe participation; OR (b) understand two basic coaching points associated with an activity;
<b>3. Be able to make correct decisions that bring about the successful completion of an activity</b>	3.1 with help, make the correct decisions when involved in the activity on two occasions; and
<b>4. Evaluate performance</b>	4.1 identify strengths in their own performance.

#### Entry 2

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to prepare safely for an activity</b>	1.1 organise equipment, under supervision, needed to participate in a trip or activity safely; 1.2 understand terminology associated with that activity;
<b>2. Be able to perform or coach an adventure activity safely</b>	2.1 (a) perform appropriate protocol and techniques safely under supervision; OR (b) understand some coaching points relevant to the activity.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>3. Be able to make correct decisions that bring about the successful completion of an activity</b>	3.1 consistently make appropriate decisions under supervision when involved in the activity;
<b>4. Evaluate performance</b>	4.1 identify strengths in their own performance; and 4.2 suggest how to improve some aspects of their performance.

### Entry 3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>1. Be able to prepare safely for an activity</b>	1.1 organise equipment needed to participate in a trip or activity safely with minimal supervision; 1.2 have good understanding of the terminology associated with that activity;
<b>2. Be able to perform or coach an adventure activity safely</b>	2.1 (a) perform activities and techniques with minimal supervision; OR (b) understand the relevant coaching points relating to a particular activity;
<b>3. Be able to make correct decisions that bring about the successful completion of an activity</b>	3.1 consistently make appropriate decisions, under supervision, that lead to success;
<b>4. Evaluate performance</b>	4.1 identify strengths in their own performance; and 4.2 suggest how to improve some aspects of their performance.

### 3.7 Unit 6: Striking Games

**Unit purpose and aim:** To enable learners to develop a range of physical skills required to play a striking game.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
1. <b>Be able to participate as a player, coach or official in a striking game within the rules or laws</b>	1.1 understand the general aim of the game, knowing two rules or laws;
2. <b>Be able to apply decision making skills</b>	2.1 on two occasions, in a striking game: (a) select the correct skill or decision; OR (b) suggest an appropriate skill to develop; OR (c) award the correct decision;
3. <b>Be able to show performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills on two occasions; and
4. <b>Evaluate performance</b>	4.1 identify two strengths in their own performance.

## Entry 2

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to participate as a player, coach or official in a striking game within the rules or laws</b>	1.1 show understanding of the game and its main rules or laws;
<b>2. Be able to apply decision making skills</b>	2.1 with some consistency, in a striking game: (a) select the correct skill or decision; OR (b) suggest an appropriate skill to develop and execute; OR (c) award the correct decision;
<b>3. Be able to show performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills with some consistency;
<b>4. Evaluate performance</b>	4.1 identify two strengths in their own performance; and  4.2 identify an area to improve in their own performance.

## Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to participate as a player, coach or official in a striking game within the rules or laws	1.1 show good understanding of the game and all of its main rules or laws;
2. Be able to apply decision making skills	2.1 consistently, in a striking game: (a) select the correct skill, decision and/or tactic; OR (b) suggest an appropriate skill and/or tactic to develop and execute; OR (c) award the correct decision;
3. Be able to show performing, coaching or officiating skills and techniques	3.1 show understanding of performing, coaching or officiating skills with consistency;
4. Evaluate performance	4.1 identify two strengths in their own performance; 4.2 identify an area to improve in their own performance; and 4.3 identify two ways to improve the performance of others.

### 3.8 Unit 7: Invasion Games

**Unit purpose and aim:** To enable learners to develop knowledge and a range of skills required to play, coach or officiate in invasion games.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
1. <b>Be able to participate, coach or officiate in an invasion game within the rules or laws</b>	1.1 understand the general aim of the game, knowing two rules or laws;
2. <b>Be able to apply decision making skills</b>	2.1 on two occasions, in an invasion game: (a) select the correct skill or decision; OR (b) suggest an appropriate skill to develop; OR (c) award the correct decision;
3. <b>Be able to show basic performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills on two occasions; and
4. <b>Evaluate performance</b>	4.1 identify two strengths in their own performance.

## Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to participate, coach or officiate in an invasion game within the rules or laws	1.1 show understanding of the game and its main rules or laws;
2. Be able to apply decision making skills	2.1 with some consistency, in an invasion game: (a) select the correct skill or decision; OR (b) suggest an appropriate skill to develop and execute; OR (c) award the correct decision;
3. Be able to show relevant performing, coaching or officiating skills and techniques	3.1 show understanding of performing, coaching or officiating skills with some consistency;
4. Evaluate performance	4.1 identify two strengths in their own performance; and 4.2 identify an area to improve in their own performance.

## Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to participate, coach or officiate in an invasion game within the rules or laws	1.1 show good understanding of the game and all of its main rules or laws; and
2. Be able to apply decision making skills	2.1 consistently, in an invasion game: (a) select the correct skill, decision or tactic; OR (b) suggest an appropriate skill or tactic to develop and execute; OR (c) award the correct decision.

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>3. Be able to show correct performing, coaching or officiating skills and techniques</b>	3.1 show understanding of performing, coaching or officiating skills with good consistency;
<b>4. Evaluate performance</b>	4.1 identify two strengths in their own performance; 4.2 identify an area to improve in their own performance; and 4.3 identify two ways to improve the performance of others.

### 3.9 Unit 8: Fitness and Athletic Activities

**Unit purpose and aim:** To enable learners to participate in a fitness or athletic activity and develop practical skills that impact on their health, fitness and well-being.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
1. <b>Be able to participate as a performer or coach in regular exercise</b>	1.1 show basic understanding of the importance of physical activity; 1.2 participate in or coach a physical activity; and
2. <b>Be able to participate EITHER as a performer or coach in a method of fitness training OR as a performer, coach or official within the rules of a fitness or athletics activity</b>	2.1 (a) follow, or suggest with teacher guidance, a basic fitness session for a selected method of training; OR (b) understand two basic rules and terminology associated with an activity; and
3. <b>Evaluate performance</b>	3.1 identify strengths in their own performance.

## Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to participate as a performer or coach in regular exercise	1.1 understand the importance of fitness; 1.2 participate in or coach physical activity on a regular basis; and
2. Be able to participate EITHER as a performer or coach in a method of fitness training OR as a performer, coach or official within the rules of a fitness or athletics activity	2.1 (a) perform or suggest a basic fitness session, with limited teacher guidance, for a selected method of training; OR  (b) understand and follow fundamental rules and use terminology relating to an activity;
3. Evaluate performance	3.1 identify strengths in their own performance; and 3.2 identify an area to improve in their own performance.

## Entry 3

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to participate as a performer or coach in regular exercise</b>	1.1 show good understanding of the importance of fitness; 1.2 participate in or coach physical activity on a regular basis over a period of time; 1.3 evaluate levels of fitness; and
<b>2. Be able to participate EITHER as a performer or coach in a method of fitness training OR as a performer, coach or official within the rules/regulations of a fitness or athletics activity</b>	2.1 (a) perform or suggest an extended fitness session independently for a selected method of training; OR (b) display competent knowledge of fundamental rules and an understanding of terminology, follow rules and take appropriate action when these are broken;
<b>3. Evaluate performance</b>	3.1 identify strengths in their own performance; and 3.2 identify an area to improve in their own performance.

### 3.10 Unit 9: Water Based Activities

**Unit purpose and aim:** To enable learners to develop practical skills through safe participation in a water based activity.

#### Entry 1

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to prepare safely for a water based activity</b>	1.1 understand two basic terms for the selected water based activity; 1.2 show basic knowledge of the equipment needed to participate in the selected water based activity safely;
<b>2. Be able to perform and make effective decisions as an official, performer or coach</b>	2.1 (a) perform the activity using basic technique with limited control, following teacher guidance; OR (b) suggest an appropriate skill for the participant to develop basic technique with limited control, following teacher guidance; and
<b>3. Evaluate performance</b>	3.1 identify strengths in their own performance.

#### Entry 2

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to prepare safely for a water based activity</b>	1.1 show good knowledge of the equipment needed for safe participation in the selected water based activity; 1.2 demonstrate knowledge of two risks associated with the selected activity; and
<b>2. Be able to perform and make effective decisions as a performer or coach</b>	2.1 (a) perform the activity using basic technique with some control; OR (b) suggest an appropriate skill for the participant to practise to develop basic technique with some control;
<b>3. Evaluate performance</b>	3.1 identify strengths in their own performance; and 3.2 suggest how to improve some aspects of their performance.

### Entry 3

Learning outcomes	Assessment criteria
<b>The learner will:</b>	The learner can:
<b>1. Be able to prepare safely for a water based activity</b>	1.1 competently select and use equipment needed for safe participation in the selected water based activity; 1.2 display knowledge of the main risks associated with the selected activity;
<b>2. Be able to perform and make effective decisions as a player or coach</b>	2.1 (a) perform the activity using good technique with control; OR (b) suggest an appropriate skill for the participant to practise to develop technique with control; and 2.2 (a) select and carry out an appropriate strategy for the chosen activity; OR (b) select and suggest an appropriate strategy for the chosen activity;
<b>3. Evaluate performance</b>	3.1 identify strengths in their own performance; and 3.2 suggest how to improve some aspect of their performance.

## 4 Scheme of Assessment

### 4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

### 4.2 Methods of assessment

For our Entry Level in Physical Education, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- videos;
- photographs;
- written evidence;
- posters;
- mind maps;
- presentations;
- storyboards; and/or
- screenshots.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

### 4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
<b>Entry 1</b>	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
<b>Entry 2</b>	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
<b>Entry 3</b>	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learner's own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
<b>Authenticity</b>	<p>Learners should complete all of the work under the teacher's direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document <i>Suspected Malpractice in Examinations and Assessments</i>, available at <a href="http://www.jcq.org.uk">www.jcq.org.uk</a></p>
<b>Feedback</b>	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.</p>
<b>Time/Word limit</b>	There are 20 GLH for each unit.

Areas of Control	Detail of Control
<b>Collaboration</b>	Learners can work in groups, but it is essential that: <ul style="list-style-type: none"> <li>• a teacher is able to identify individual contributions; and</li> <li>• learners provide an individual response, unless otherwise stipulated.</li> </ul>
<b>Resources</b>	Learners' access to resources is determined by those available to the centre.

#### 4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner's record sheet; and
- identification of key pieces of evidence throughout the work.

#### 4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

#### 4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk). Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

## 4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specified level for us to award a unit outcome at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we also report an overall level of achievement on the certificate based on the criteria explained in the table below. Learners must complete Unit 1 at the Entry Level of their choice.

Overall Level	Criteria
<b>Entry 3</b>	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
<b>Entry 2</b>	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
<b>Entry 1</b>	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

## 5 Links, Resources and Support

### 5.1 Support

We provide the following resources to support this specification:

- our website at [www.ccea.org.uk](http://www.ccea.org.uk); and
- a subject microsite within our website.

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

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

### 5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to investigate practical activities;
- develop personal skills in areas such as:
  - self-awareness, personal health and relationships (Personal Development);
  - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
  - work in the local and global economy, and career management (Employability);
- develop an understanding of moral, ethical, social, economic and cultural issues by providing opportunities to explore topics such as drug and alcohol abuse;
- investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as sports from other countries;
- develop skills that will enhance employability by providing opportunities for learners to appreciate others and work in a variety of situations; and
- make effective use of technology by providing opportunities to select equipment and appropriate materials and showcase their own ability.

### 5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

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

### 5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

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

### 5.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

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 Reasonable Adjustments: General and Vocational Qualifications*, available at [www.jcq.org.uk](http://www.jcq.org.uk)

### 5.6 Health and safety

Centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Learners' use of equipment or machinery must be supervised at all times. Centres must carry out their own risk assessment in relation to areas of the specification which require candidates to work independently.

## 5.7 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](mailto:aashfield@ccea.org.uk))
- Education Manager for the Qualification: Peter Davidson  
(telephone: (028) 9026 1200, email: [p davidson@ccea.org.uk](mailto:p davidson@ccea.org.uk))
- Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Distribution  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (Complaints and Appeals)  
(telephone: (028) 9026 1244, email: [complaints@ccea.org.uk](mailto:complaints@ccea.org.uk) or [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).
- Moderation and Assessment Team  
(telephone: Malcolm Corney (028) 9026 1211, email: [mcorney@ccea.org.uk](mailto:mcorney@ccea.org.uk))

## Appendix 1

### Suggested practical activities for each unit

The tables below are suggestions only; other activities may also be suitable. Learners must choose a different activity for each unit that they complete.

<b>Unit 1: Healthy, Active Lifestyle</b>	<b>Unit 2: Creative Activities</b>	<b>Unit 3: Leisure for Pleasure</b>
Any activity	Aerobic dance Contemporary dance Creative dance Gymnastics Ice skating Parkour Traditional dance Trampolining	Boccia Bowls Judo Jujitsu Karate Kurling (New age) Pool Snooker Table tennis Tae kwon do Tenpin bowling

<b>Unit 4: Net Games and Wall Games</b>	<b>Unit 5: Adventurous Activities</b>	<b>Unit 6: Striking Games</b>
Badminton Short tennis Squash Table tennis Tennis Volleyball	Archery Canoeing Hill walking Horse riding Mountain biking Orienteering Rock climbing Sailing Skiing Snowboarding Surfing Water-skiing	Baseball Cricket Golf Handball Hockey Rounders Short tennis Softball Tennis

<b>Unit 7: Invasion Games</b>	<b>Unit 8: Fitness and Athletic Activities</b>	<b>Unit 9: Water Based Activities</b>
Basketball Camogie Gaelic football Hockey Hurling Ice hockey Lacrosse Netball Rugby Soccer	Aerobics/Step aerobics Athletics Boxercise Circuit training Cross country Cycling Orienteering Weight training Zumba	Canoeing Life saving Personal survival Sailing Surfing Swimming Water-skiing

## 6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

<b>Revision History Number</b>	<b>Date of Change</b>	<b>Page Number</b>	<b>Change Made</b>
<b>Version 1</b>	N/A	N/A	N/A
<b>Version 2</b>	18 May 2016	30	Amendments to text
		34	Amendments and deletions of text
		35	Amendments to text