



Pearson  
Edexcel



# GCSE (9-1) Physical Education

---

Practical Performance Assessment Criteria

---

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (1PE0)

---

*First teaching from September 2016*

---

*First certification from June 2018*

Issue 6

## **About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

*References to third party materials made in this document are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)*

*All information in this Practical Performance Assessment Criteria document is correct at time of publication.*

Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 446 95137 8

All the material in this publication is copyright

© Pearson Education Limited 2024

## Summary of Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria Issue 6 changes

Summary of changes made between previous issue and this current issue	Page number
The forward slash between inline and roller hockey has been removed	93, 95

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



# Contents

<b>1 Introduction</b>	<b>1</b>
About this publication	1
General marking guidance	2
Assessing students with physical disabilities	4
Recording practical performances	5
<b>2 Team activities</b>	<b>7</b>
Acrobatic Gymnastics*	8
Association Football	15
Badminton	22
Basketball	28
Hurling and Camogie	34
Cricket	40
Dance	46
Field Hockey	52
Figure Skating*	59
Futsal*	66
Gaelic Football	73
Handball	79
Ice Hockey*	85
Inline Roller Hockey*	93
Lacrosse	100
Netball	107
Rowing	113
Rugby League	119
Rugby Union	125
Sailing*	131
Sculling*	138
Squash	144
Table Tennis	150
Tennis	156
Volleyball	162
Water Polo*	168
Blind Cricket	175
Goalball	181
Powerchair Football	187
Table Cricket	193
Wheelchair Basketball	200
Wheelchair Rugby	206

<b>3 Individual activities</b>	<b>213</b>
Amateur Boxing	214
Athletics – Field Events	220
Athletics – Track Events	226
BMX Cycling*	232
Canoeing	238
Track Cycling	244
Road Cycling	250
Diving	256
Figure Skating*	262
Golf	268
Gymnastics	274
Equestrian	281
Kayaking	287
Rock Climbing	293
Sailing*	299
Sculling	305
Skiing	311
Snowboarding	318
Swimming	325
Trampolining	331
Windsurfing*	337
Boccia	343
Polybat	349

\*These activities are available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

Badminton, Dance, Figure Skating, Sailing, Sculling, Squash, Table Tennis and Tennis are permitted as either team or individual activities, as per the list set by the Department for Education (see the qualification specification for further information).

# 1 Introduction

## About this publication

---

### An introduction

This document relates to the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education and GCSE (9–1) in Physical Education (Short Course).

It is for centres and teachers to use in order to mark the practical activities that students will perform as part of the assessment for the Practical Performance component of the qualification.

The document give you:

- general marking guidance on how to use the practical performance assessment grids
- guidance on assessing students with physical disabilities
- guidance on recording practical performances
- the activity-specific assessment criteria for practical performances.

The document must be read and used in conjunction with the relevant specification.

## General marking guidance

- All students must receive the same treatment. Teachers/assessors must mark the last student in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Students must be rewarded for what they have shown they are able to do rather than penalised for omissions.
- Teachers/assessors should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Teachers/assessors should always award full marks if deserved. Teachers/assessors should also be prepared to award zero marks if the student's response is not worthy of credit according to the mark scheme.
- When teachers/assessors are in doubt regarding the application of the mark scheme to a student's response, the team leader must be consulted.

## Using these practical performance assessment grids

For GCSE Component 3: each of the three practical performances is marked out of 35. The three marks are added together to give a total for this component out of 105 marks.

For GCSE (Short Course) Component 2: each of the two practical performances is marked out of 35. The two marks are added together to give a total for this component out of 70 marks.

The assessment grids are identical and applied in the same way for both qualifications.

Each activity's assessment grid contains two columns, headed as follows:

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during conditioned practices and a conditioned/formal/competitive situation</b>
Candidates will be assessed on the skills listed below when performed in isolation or unopposed practice. Skills should be shown in increasingly progressive, pressured and demanding drills, which could include some direct competition but with no intended outcome at the end of the drill/practice (i.e. not shown in a full game).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges of a conditioned/formal/competitive situation, including using the appropriate skills/techniques:

For the each respective column, students will be expected to:

1. perform their activity's skills/techniques (as described in the content/skills section of the assessment grid) in isolation/unopposed situations. This is assessed out of 10 marks.
2. apply their activity's skills/techniques in controlled practices and a conditioned/formal/competitive situation with the motivation to win the game/competition/complete a performance . This is assessed out of 25 marks.

Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in a formal/competitive game situation, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills. This caveat applies predominately to team game activities (such as football, rugby union, rugby league, hockey, lacrosse, basketball, camogie,



hurling, handball, netball, volleyball, Gaelic football, cricket) but may also apply to other activities where necessary.

The difference in marks between the two columns indicates the different emphasis, with the player/performers activity in a conditioned practice and competitive situation having more weight than their skills and techniques in isolation/unopposed situations.

## How to award marks for the levels-based mark scheme

### Finding the right level

The first stage is to decide which level the performance should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the performance.

Performances can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Teachers/assessors should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Teachers/assessors should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the performance meets the requirements of the level.

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for performances that are as good as can realistically be expected within that level.
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for performances that are the weakest that can be expected within that level.
- The middle marks of the level are used for performances that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

For skills in isolation:

- If it meets the requirements fully and consistently, markers should be prepared to award full marks within the level. The top mark in the level is used for performances that are as good as can realistically be expected within that level.
- If it meets the requirements of the level but barely and/or inconsistently, markers should award marks at the bottom of the level. The bottom mark in the level is used for performances that are the weakest that can be expected within that level.

## Assessing students with physical disabilities

---

There is a range of specialist activities for students with physical disabilities to choose to perform if they wish. When assessing students with physical disabilities, centres need to apply necessary amendments and adaptations to any practical activities (including the specialist activities) to ensure that the individual student is neither advantaged nor disadvantaged in the assessment because of their specific disability, while retaining the integrity of the activity itself.

Students with physical disabilities must fulfil the requirements of the practical assessment and cover the required elements of the specification.

Where centres assess students who have amended techniques due to the nature of their impairment (for example catching, passing and kicking for amputees), it must be shown that the technique underpins the skill and it is the skill that is assessed.

As with all students, the overall assessment must be in a 'like 4 like' situation.

Students with physical disabilities often develop extremely effective techniques, which are very skilful, although their performance may not be as effective in a non-disabled competitive situation.

### Guidance relating to the use of alternative evidence for practical performance

If the teacher/assessor cannot be present for/at a performance, then alternative evidence must be made available to them so that assessment decisions can be made.

In addition, the controls relating to feedback must be maintained. Unless it is required for health and safety reasons, feedback is not permitted during the assessed performances.

The most suitable form of alternative evidence will be video.

## Recording practical performances

---

The following guidance applies to Component 3: Practical Performance when recorded evidence is required for assessment purposes.

The purpose of the recording is to evidence all marks awarded. Therefore, all recordings must be made under controlled conditions.

The centre must ensure the activities on moderation day are recorded. Candidates must introduce themselves and are identified on the video before the activity starts.

All recordings must be a complete and unedited recording of each performance.

The camera must be positioned to ensure that **the best possible and unobstructed recording is made of the performance**, as it would be seen by the marker/examiner.

Each student should be introduced at the start of each performance. They should provide the following information:

- student name and number
- performance role.

### Before the assessment

Video evidence should be produced in a standard/common format, such as a DVD, or a 'free to access' IT application, such as Windows Media Player or Quicktime. This is important as it will ensure that the teacher/assessor is able to use the video for assessment purposes, and that Pearson will be able to use the video where necessary/appropriate for moderation.

Video evidence should clearly show all the assessment requirements of the selected physical activity, which will probably require a combination of:

- wide-angled shots, to give an overall perspective
- closer range shots, to show aspects such as stance, posture and position
- close-up shots to show specific requirements and techniques, for example grips in racket activities.

In order that all the assessment requirements are shown, it may be useful for the video to be accompanied by a commentary, or storyboard, and also that, where possible, the assessment requirements be shown 'in order'.

Therefore, students being assessed must be easily identifiable. If the video shows the student in a team game, they should be clearly identifiable by a number, or a particular item of clothing. Centres must consider the responsibilities relating to the acquisition, and use, of alternative forms of evidence, for example the need for parental, or even student, consent relating to the use of video and photographs.

The following checks should be made to resources before the recording:

- ensure that the camera being used has the appropriate facilities for adjusting recorded sound levels – particularly if the camera is to be positioned some distance from the students
- check that the picture recorded by the camera is clear enough to identify individual students
- ensure that memory cards have sufficient space for each recording
- check the camera battery is charged and a power lead is plugged in/available if needed.

### Student identification

- Plan students' kits that will support identification on the recording, e.g. different-coloured bibs.
- Test how these kits look on camera from an identification point of view, particularly for students in large groups.
- When watching work prior to marking, check students' use of space can be captured by the camera.
- Ensure that students state their name, candidate number and role at the start of each activity.

Students are assessed as individuals and, as such, it is vital that they can be identified individually throughout all assessed performances.

### Test the camera

- Record a small section of work (perhaps a small game/conditioned practice) using the actual camera needed for the performance with students.
- Check that an audio signal has been recorded and that students can be seen without obstruction and heard clearly.
- Adjust camera position and/or recording levels as needed.

### At the beginning of the assessment

- Position the camera as practised.
- Film each performance, beginning with the student introductions. Each student must introduce themselves, with a clear pace and at audible volume, stating name, student number and role.

### During the performance

- Check that recording is taking place for each group and that students are fully visible on screen.
- Check available power/battery/memory, as needed, in between the examination performances.

### After the assessment

- Check the recordings, ensuring that each group has been recorded with audio.
- Ensure **all recordings are backed up** and transferred to appropriate format for assessment
- The recording should be saved with the centre number, qualification title and the relevant component number.
- Ensure that the recordings are kept secure until sent to Pearson and any backups kept safely until after Enquiries about Results.

## 2 Team activities

## Acrobatic Gymnastics

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE. It cannot be assessed with gymnastics.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality of either five skills selected from the basic elements or five skills selected from the advanced elements – at least one skill must be selected from each category of element.</p> <p>The number and type of which is stated in the criteria below:</p> <p><b>Basic categories of elements:</b></p> <p><b>1. Flexibility:</b> Japana; Pike fold; Straddle sit; Bridge; Bridge with one foot on floor; Any Split; From standing drop back to bridge</p> <p><b>2. Static (2’):</b> Front support; Back support; Straddle sit with leg lift; Tuck sit; Shoulder stand; V sit; Any one -foot stand; Bent leg headstand; Tuck half lever</p> <p><b>3. Agility/Tumble:</b> Forward roll to straddle sit; Forward roll straight jump; Forward roll to stand; Backward roll straight jump; Backward roll to straddle stand; Forward roll 180o jump; Forward roll to straddle stand; Backward roll to stand; Cartwheel chasse cartwheel; Backward roll with straight legs to stand; Forward roll straddle through to lie on front; Forward roll jump to 1 leg cartwheel; Handstand forward roll to stand; One arm cartwheel; Cartwheel, chasse step, round off, straight jump; Round off, stretch jump, backward roll.</p> <p><b>Advanced categories of elements:</b></p> <p><b>1.Flexibility:</b> Backward walkover; Forward walkover; Valdez; Change leg walkover; One hand forward or backward walkover; Handstand to splits</p> <p><b>2. Static (2’):</b> Headstand; Half lever; Straddle lever; Handstand180° turn; Wine glass; Handstand 360o turn; Chest balance; Crocodile</p> <p><b>3. Agility/Tumble:</b> Backward roll to handstand; Flic walkout; Dive roll; Round off, 1/2 turn, cartwheel; Round off, 1/2 turn, round off; Headspring to stand; Flick to knee; Handspring; Fly spring; Round off, flic.</p>	<p>Candidates should demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with expression, precision, control and fluency to perform in either a pairs or group routine of between 2–2.30 minutes, depending on whether the routine is a balance routine, dynamic routine, or combined routine. Routines will be choreographed and include varying degrees of difficulty according to the level at which the candidates are being assessed. The skills in isolation as listed in the left-hand column and be incorporated into the routine as appropriate.</p> <p>The following should be considered when performing the above skills during a routine in a conditioned/formal/competitive situation:</p> <p><b>Execution of skill and degree of difficulty</b> which develops from simple to more complex actions, and which includes correctness of line and shape, amplitude in execution of elements such as when demonstrating a full stretch, and showing full flight in dynamic elements</p> <p><b>Awareness of dynamics</b>, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway</p> <p><b>Use of expressive skills during the routine</b> – ability to demonstrate emotion, character and attitude</p> <p><b>Musicality</b> – relationship between movement and music with variations of speed and tempo as appropriate</p> <p><b>Evidence of creativity</b> during the routine demonstrating imagination and originality</p> <p><b>Ability to work with a partner or in a group</b>, showing visible connection throughout the routine</p> <p>Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</p>

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p>In addition, they may be judged on any other any other advanced skill not listed above.</p> <p><b>It should be noted that the degree of difficulty of a skill should not compensate for poor execution, and that the following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</b></p> <p>Posture, coordination, balance, strength, control, mobility, focus, projection and amplitude.</p>	

## Assessment criteria for acrobatic gymnastics

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following:</p> <p>Elements: the basic elements</p> <p>Demonstrates ineffective levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• ineffective accuracy of actions, dynamics and spatial content</li> <li>• lacks confidence and concentration in performance.</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the basic elements.</li> <li>• Ineffective accuracy of actions, dynamics and spatial content, with inconsistent timing.</li> <li>• Lacks confidence and concentration in performance, showing little communication of emotion, character and attitude.</li> <li>• There is limited evidence of creativity, imagination and originality.</li> <li>• Interpretation of the accompaniment/music is incidental, or choice of accompaniment shows little relevance to the selected movements, and with little variation in tempo and speed.</li> <li>• Group relationships are coincidental and there is limited visible connection with/to partner or other performers in the group.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following:</p> <p>Elements: the basic elements.</p> <p>Demonstrates basic levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• basic accuracy in some, but not all, aspects of actions, dynamics and spatial content</li> <li>• projects self with some confidence but focus tends to be inward.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the basic elements.</li> <li>• Basic accuracy of actions, dynamics and spatial content, with inconsistent timing.</li> <li>• Projects self with some confidence but focus tends to be inward, lacking in communication of emotion, character and attitude.</li> <li>• There is some evidence of creativity, imagination and originality, although this is quite limited and structured.</li> <li>• The choice of accompaniment is clear but does not always fully reflect the movements, with limited variation in tempo and speed.</li> <li>• Group relationships are evident and there is some, but limited, visible connection with/to partner or other performers in the group.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following:</p> <p>Elements: the basic elements.</p> <p>Demonstrates competent levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• competent accuracy in nearly all aspects of actions, dynamics and spatial content</li> <li>• projects self with confidence but focus lacks consistency</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba). The following technical and expressive skills should be taken into consideration when performing the above skills in isolation: <ul style="list-style-type: none"> <li>o posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</li> </ul> </li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the basic elements.</li> <li>• Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing.</li> <li>• Projects self with confidence, and able to communicate some emotion, character and attitude but focus lacks consistency.</li> <li>• There is some evidence between the candidate’s own physical ability and level of creativity, imagination and originality, but one may be more evident than the other.</li> <li>• The choice of accompaniment/music is clear, varies in speed and tempo, and adds to the overall impact of the choreographic intent of the movements.</li> <li>• Group relationships are planned for, with visible connection to partner or other performers, which may not always be sustained.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, in relation to the following:</p> <p>Elements: the advanced* elements.</p> <p>*All five categories of advanced elements will be attempted. Candidates are expected to demonstrate 'good' levels of skills in at least three of these categories.</p> <p>Demonstrates good levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• good accuracy in all aspects of actions, dynamics and spatial content</li> <li>• projects self with confidence and is focused throughout.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the advanced elements.</li> <li>• Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing.</li> <li>• Projects self with confidence and able to communicate emotion, character and attitude, staying focused throughout the routine.</li> <li>• A link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality.</li> <li>• The choice of accompaniment/music is well matched, varying in tempo and speed as appropriate, enhancing the overall impact of the choreographic intent.</li> <li>• Group relationships are appropriate and well planned, with visible connection to partner or other performers throughout the routine.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, in relation to the following:</p> <p>Elements: the advanced elements.</p> <p>Demonstrates very good levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• wholly accurate execution of all aspects of actions, dynamics and spatial content</li> <li>• projects self with very good confidence and is focused throughout.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the advanced elements.</li> <li>• Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality.</li> <li>• Projects self with excellent confidence and is focused throughout. Able to communicate emotion character and attitude to produce a highly engaging and committed performance.</li> <li>• A close link is evident between the student’s own physical ability and the art of successful expression, including creativity, imagination and originality, adding interest to the routine.</li> <li>• The choice of accompaniment/music is sophisticated and mature, entirely supporting and complementing the structure and content of the routine, enhancing the overall impact of the choreographic intent.</li> <li>• Group relationships are sophisticated, demonstrating a confident and effective visible connection to partner or other performers in the group throughout the routine.</li> </ul>

## Association Football

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the teacher that the students are not being given the opportunity to demonstrate their full range of skills in the game, teachers may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting – dominant foot)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• receiving the ball and control (first touch, either/both feet, thigh, chest)</li> <li>• jockeying (shadowing ball/player, channelling)</li> <li>• striking the ball (shooting, clearing, long passes)</li> <li>• throw ins – attack defence (short/long)</li> <li>• restarts – attack/defence (corners, free kicks)</li> <li>• contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence)</li> <li>• contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

<p><b>The performance of skills and techniques in isolation/unopposed situations</b></p>	<p><b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b></p>
	<p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for association football

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting – dominant foot)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned /formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the full sided game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting – dominant foot)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the full sided game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting – dominant foot)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting – dominant foot)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the full sided game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting – dominant foot)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the full sided game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Badminton

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality demonstrated for any <b>four</b> of the following shots using appropriate skills and techniques:</p> <ul style="list-style-type: none"> <li>• Serves – low and short, high and deep, flick, drive</li> <li>• Clear shot – forehand and backhand; attacking and defending; overhead, underarm</li> <li>• Drop shot – fast, slow</li> <li>• Drives shot – forehand, backhand; cross court and down-the-line</li> <li>• Smash</li> <li>• Block shot – drop, straight, angled</li> <li>• Net shots – forehand, backhand</li> <li>• Lift</li> <li>• Round-the-head clear</li> </ul> <p>Candidates will be assessed on their grips and implementation for different shots, and their stance, court position, 'ready position' and court movement.</p>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• Appropriate choice of shot in relation to situation.</li> <li>• Application of skills/techniques in tactics: movement pressure, deception, serving, attack/defensive formations in doubles (if offering as a team activity)</li> <li>• Appropriate shot selection with length, height, speed and angle</li> <li>• Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as the temperature and humidity) and their impact on the shuttle and the speed of the court</li> <li>• Contribution to set play/moves</li> <li>• Demonstrating communication and influence on team performance if offering as a doubles activity</li> <li>• Applying the strategy in open play and set play.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for badminton

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following.</p> <p>During their four selected types of shots:</p> <ul style="list-style-type: none"> <li>• Incorrect grip.</li> <li>• Inconsistent set up for the shot to be played.</li> <li>• Incorrect alignment of feet, body and head.</li> <li>• Jerky swing.</li> <li>• Shuttle frequently missed, miss-hit and not lofted.</li> <li>• Poor movement around the court.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Little or no consideration of the demands of the situation, leading to inappropriate shot selection</li> <li>• Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations.</li> <li>• Fails to respond to playing conditions, such as the temperature and humidity and their impact on the shuttle, appropriately</li> <li>• Little or no application of appropriate tactical change to the selected shot in response to opponents' actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents; fails to create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following.</p> <p>During their four selected types of shots:</p> <ul style="list-style-type: none"> <li>• Appropriate grip for some shots.</li> <li>• Some evidence of correct set up for the shot to be played.</li> <li>• Some appropriate alignment of feet, body and head, but with fundamental errors.</li> <li>• Swing with some aim and balance, but with some significant misjudgements.</li> <li>• Shuttle sometimes miss-hit and/or not lofted.</li> <li>• Some appropriate movement around the court.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the shuttle or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points</li> <li>• Basic control, fluency and accuracy of technique/skill, with some adaptations to play.</li> <li>• Some attempts to respond to environmental conditions, but with misjudgements.</li> <li>• Applies appropriate tactical changes to the selected shot in response to opponents' actions, but with significant errors.</li> <li>• Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve, capitalising on some of the opponent(s) weaknesses or occasionally adapting to an opponent who hits with more power and depth.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following.</p> <p>During their four selected types of shots:</p> <ul style="list-style-type: none"> <li>• Appropriate grip.</li> <li>• Appropriate and mostly consistent set up for the shot to be played.</li> <li>• Appropriate and consistent alignment of feet, body and head, with some errors.</li> <li>• Swing with competent aim and balance, but with some misjudgements.</li> <li>• Shuttle hit appropriately, but with some miss-hits.</li> <li>• Appropriate movement around the court.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the shuttle or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent</li> <li>• Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors.</li> <li>• Effective responses to playing conditions, such as the temperature and humidity and their impact on the shuttle, appropriately, but with misjudgements</li> <li>• Applies appropriate tactical changes to the selected shot in response to opponents' actions, but with errors.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following.</p> <p>During their four selected types of shots:</p> <ul style="list-style-type: none"> <li>• Appropriate grip.</li> <li>• Appropriate and consistent set up for the shot to be played.</li> <li>• Appropriate and consistent alignment of feet, body and head, with few errors.</li> <li>• Swing with good aim and balance, but with minor misjudgements.</li> <li>• Shuttle consistently hit appropriately, but with few minor miss-hits.</li> <li>• Good movement around the court.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Effectively takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors.</li> <li>• Effective responses to playing conditions, such as the temperature and humidity and their impact on the shuttle, appropriately, with minor misjudgements</li> <li>• Applies appropriate tactical changes effectively to the selected shot in response to opponents' actions with few errors.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following.</p> <p>During their four selected types of shots:</p> <ul style="list-style-type: none"> <li>• Appropriate, firm and technically correct grip throughout.</li> <li>• Appropriate and consistent set up for the shot to be played.</li> <li>• Correct alignment of feet, body and head when required.</li> <li>• Fluid swing taking going through full range.</li> <li>• Shuttle hit with consistent and accurate direction and distance, with few, if any, errors.</li> <li>• Very good movement around the court.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Consistently chooses appropriate shot to return the shuttle and seeks to create openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary.</li> <li>• Effective responses to playing conditions such as the temperature and humidity and their impact on the shuttle, appropriately</li> <li>• Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents, such as changing the shot played, capitalising on own strengths and opponent(s) weaknesses.</li> </ul>

## Basketball

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• passing and receiving – chest, bounce, javelin, overhead</li> <li>• shooting – lay-up, reverse lay-up with weak hand, set, jump</li> <li>• dribbling – either hand, changes of direction, pace, crossover, spin</li> <li>• rebounding and boxing out</li> <li>• footwork – pivot, stop.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• application in competitive situation: fast break, give and go, 1 v. 1 attack and defence, man to man and zone defence, post play, screens, re-starts like jump ball and out of bounds, motion and zone offence</li> <li>• appropriate technique with accuracy, and optimum trajectory and pace</li> <li>• decision making</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing circumstances (such as taller opposition)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for basketball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with inadequate coordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare.</li> <li>• Unable to contribute effectively in an unopposed practice because of frequent unforced errors.</li> <li>• Little or no movement around the court or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent.</li> <li>• Able to maintain an unopposed practice showing basic control over accuracy and direction, but with many unforced errors.</li> <li>• Limited movement around the court or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements.</li> <li>• Able to demonstrate competent skills in an unopposed practice situation showing consistent control and accuracy but with some unforced errors.</li> <li>• Appropriate and mostly effective movement around the court leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and with precision, but with minor misjudgements.</li> <li>• Able to demonstrate a range of individual skills in an unopposed practice showing consistent control of the ball and with few unforced errors.</li> <li>• Consistent and fluent movement around the court in order to be able to use appropriate techniques in most situations.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• An extensive range of skills and techniques are executed with very effective timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball.</li> <li>• Able to demonstrate a full range of individual skills in an unopposed practice showing consistent control and accuracy, with very few unforced errors.</li> <li>• Effective movement around the court with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Hurling and Camogie

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice:</p> <ul style="list-style-type: none"> <li>• passing (puck on the run, hand pass)</li> <li>• tackling (block, hook)</li> <li>• catching (chest catch, overhead catch)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (control of sliotar on the hurley)</li> <li>• pick up (roll lift, jab lift)</li> <li>• controlling a moving ball</li> <li>• batting a ball overhead</li> <li>• dribble (control of sliotar on the ground)</li> <li>• pulling on sliotar (ground strike on the run)</li> <li>• free taking.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• contribution to open play (making supporting runs, getting open for a pass, tracking back and covering on defence)</li> <li>• contribution to set plays (free taking, side-line cuts)</li> <li>• decision making (making correct decision to use hand pass over puck, shooting when appropriate, running with sliotar when appropriate)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>



## Assessment criteria for hurling and camogie

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (puck on the run, hand pass)</li> <li>• tackling (block, hook)</li> <li>• catching (chest catch, overhead catch)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (control of sliotar on the hurley)</li> <li>• pick up (roll lift, jab lift)</li> <li>• controlling a moving ball</li> <li>• batting a ball overhead</li> <li>• dribble (control of sliotar on the ground)</li> <li>• pulling on sliotar (ground strike on the run)</li> <li>• free taking.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (puck on the run, hand pass)</li> <li>• tackling (block, hook)</li> <li>• catching (chest catch, overhead catch)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (control of sliotar on the hurley)</li> <li>• pick up (roll lift, jab lift)</li> <li>• controlling a moving ball</li> <li>• batting a ball overhead</li> <li>• dribble (control of sliotar on the ground)</li> <li>• pulling on sliotar (ground strike on the run)</li> <li>• free taking.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (puck on the run, hand pass)</li> <li>• tackling (block, hook)</li> <li>• catching (chest catch, overhead catch)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (control of sliotar on the hurley)</li> <li>• pick up (roll lift, jab lift)</li> <li>• controlling a moving ball</li> <li>• batting a ball overhead</li> <li>• dribble (control of sliotar on the ground)</li> <li>• pulling on sliotar (ground strike on the run)</li> <li>• free taking.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (puck on the run, hand pass)</li> <li>• tackling (block, hook)</li> <li>• catching (chest catch, overhead catch)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (control of sliotar on the hurley)</li> <li>• pick up (roll lift, jab lift)</li> <li>• controlling a moving ball</li> <li>• batting a ball overhead</li> <li>• dribble (control of sliotar on the ground)</li> <li>• pulling on sliotar (ground strike on the run)</li> <li>• free taking.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (puck on the run, hand pass)</li> <li>• tackling (block, hook)</li> <li>• catching (chest catch, overhead catch)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (control of sliotar on the hurley)</li> <li>• pick up (roll lift, jab lift)</li> <li>• controlling a moving ball</li> <li>• batting a ball overhead</li> <li>• dribble (control of sliotar on the ground)</li> <li>• pulling on sliotar (ground strike on the run)</li> <li>• free taking.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Cricket

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting players to switch sides) or use a conditioned practice (for example a throw down to show a specific shot, or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed in any <b>two</b> of the following three positions: batting, bowling, or fielding/wicket keeping when performed in isolation/unopposed practice:</p> <ul style="list-style-type: none"> <li>• <b>Batting</b> – grip, stance, footwork, and back lift; defensive shots off front and back foot; drives (off, on, cover), cuts and glances (square, late, leg); pull, hook and sweep, reverse sweep; calling, backing up, running between wickets</li> <li>• <b>Bowling</b> – grip, run-up, delivery, follow-through; line and length; variation in pace/flight for spin bowling; variations in pace and line and length for fast/medium bowling; field placing</li> <li>• <b>Fielding</b> – stopping and returning; catching close to/away from batsman; throwing to wicket keeper or at the stumps; chasing and returning</li> <li>• <b>Wicket keeping</b> – positioning (in relation to pitch and type of bowler), stance, receiving ball from bowling/fielding, catches, stumping and run-outs</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes in any two of the following three positions (batting, bowling, fielding/wicket keeping) to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• contribution to open play</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for cricket

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with inadequate coordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare.</li> <li>• Unable to contribute effectively in net or fielding practices because of frequent errors.</li> <li>• Little or no movement around the pitch or outfield or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent</li> <li>• Able to contribute to net or fielding practices showing basic control over accuracy and direction, but with many errors.</li> <li>• Limited movement around the pitch and outfield or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements</li> <li>• Able to demonstrate competent skills in a net or fielding practice showing consistent control and accuracy but with some unforced errors</li> <li>• Appropriate and mostly effective movement around the pitch and outfield leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and precision, but with minor misjudgements</li> <li>• Able to demonstrate a range of individual skills in a net or fielding practice showing consistent control of the ball and with few unforced errors.</li> <li>• Consistent and fluent movement around the pitch and outfield in order to be able to use appropriate techniques in most situations.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• An extensive range of skills and techniques are executed with very good effective timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball</li> <li>• Able to demonstrate a full range of individual skills in a net or fielding practice showing consistent control and accuracy, with very few errors</li> <li>• Effective movement around the pitch and outfield with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Dance

The following forms of dance are acceptable: ballet, ballroom, contemporary/modern, cultural (includes hip-hop, Irish, Indian, jazz, Latin), folk and street.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality demonstrated for any <b>four</b> of the following skills:</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures and motifs</li> </ul> <p>The following should be considered when performing the above skills in isolation:</p> <p><b>Technical and expressive skills</b> including posture/alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</p>	<p>Candidates should demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with refinement, precision, control and fluency to perform in <b>either</b> a solo, duet or group dance of between 2–3 minutes. Where candidates choose to perform in a group dance, there can be a maximum of five performers in the group. The following skills and techniques should be used as appropriate:</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures</li> <li>• Motif</li> </ul> <p>The following should be considered when performing the above skills during a dance performance in a conditioned/formal/competitive situation:</p> <p><b>Body action</b> which develops from simple to more complex coordination of isolated body parts and phases of movement, involving the whole body</p> <p><b>Awareness</b> of dynamics, use of rhythm and timing, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway</p> <p><b>Technical and expressive skills</b> including posture/alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection.</p> <ul style="list-style-type: none"> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria dance

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures and motifs</li> </ul> <p>Demonstrates <b>ineffective</b> levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</li> <li>• ineffective accuracy of actions, dynamics and spatial content</li> <li>• lacks confidence and concentration in performance.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Demonstrates an ineffective level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</li> <li>• Ineffective accuracy of actions, dynamics and spatial content, with inconsistent timing.</li> <li>• Lacks confidence and concentration in performance, showing little communication of mood and meaning.</li> <li>• Able to link together simple movements but with inconsistent fluency.</li> <li>• There is limited evidence of motif development.</li> <li>• Explores a basic theme through some relevant movement content, but with a literal/obvious outcome.</li> <li>• Interpretation of the accompaniment is incidental or choice of accompaniment shows little relevance to theme.</li> <li>• If relevant, group relationships are coincidental and there is limited sensitivity to other dancers.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures and motifs</li> </ul> <p>Demonstrates <b>basic</b> levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</li> <li>• basic accuracy in some, but not all, aspects of actions, dynamics and spatial content.</li> <li>• projects self with some confidence but focus tends to be inward</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Demonstrates basic level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection.</li> <li>• Basic accuracy of actions, dynamics and spatial content, with inconsistent timing.</li> <li>• Projects self with some confidence but focus tends to be inward.</li> <li>• Able to link body actions and movement phrases with some fluidity.</li> <li>• The motif is developed showing some basic choreographic methods in a structured form, e.g. contrast and repetition are evident and the sequence shows a beginning, middle and end.</li> <li>• Conveys a basic theme using relevant movement content but sometimes lacks clarity and is not sustained throughout the dance.</li> <li>• The choice of accompaniment is clear but does not always reflect the theme fully.</li> <li>• If relevant, group relationships are evident and there is some, but limited, sensitivity to other dancers.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures and motifs</li> </ul> <p>Demonstrates <b>competent</b> levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</li> <li>• competent accuracy in nearly all aspects of actions, dynamics and spatial content</li> <li>• projects self with confidence but focus lacks consistency.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Demonstrates competent level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection.</li> <li>• Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing.</li> <li>• Projects self with confidence but focus lacks consistency.</li> <li>• There is some evidence of the link between the student’s own physical ability and the art of successful expression, but one may be more evident than the other.</li> <li>• Demonstrates clarity of expression through intended body action, showing competent fluency of movement and rhythmic awareness.</li> <li>• The motif is developed using a variety of methods, enabling the dance to be performed with clarity and interest.</li> <li>• The theme is communicated throughout the dance.</li> <li>• The choice of accompaniment is clear and adds to the overall impact of the choreographic intent.</li> <li>• If relevant, group relationships are planned for, with sensitivity to other dancers, which may not always be sustained.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures and motifs</li> </ul> <p>Demonstrates <b>good</b> levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</li> <li>• good accuracy in all aspects of actions, dynamics and spatial content</li> <li>• projects self with confidence and is focused throughout.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Demonstrates good level of control of movements and a variety of skills, some advanced, in relation to: posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection.</li> <li>• Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing.</li> <li>• Projects self with confidence and is focused throughout the dance.</li> <li>• A link is evident between the student’s own physical ability and the art of successful expression.</li> <li>• Rhythmic patterns show good fluency, continuity and logical progression.</li> <li>• The motif is developed using a variety of more challenging methods and devices, enabling the dance to be performed with clarity and interest.</li> <li>• The theme is communicated with sensitivity throughout the dance.</li> <li>• The choice of accompaniment is well matched and gives opportunities to support the structure and content of the dance, enhancing the overall impact of the choreographic intent.</li> <li>• If relevant, group relationships are appropriate and well planned, with sensitivity to other dancers throughout.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Travel/locomotion/stepping/pathways</li> <li>• Balance/stillness</li> <li>• Rotation/turning/weight transference</li> <li>• Jumps/elevations</li> <li>• Gestures and motifs</li> </ul> <p>Demonstrates <b>very good</b> levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</li> <li>• wholly accurate execution of all aspects of actions, dynamics and spatial content.</li> <li>• projects self with very good confidence and is focused throughout.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Demonstrates good level of control of movements and a variety of skills, most advanced, in relation to: posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection.</li> <li>• Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality.</li> <li>• Projects self with excellent confidence and is focused throughout. A highly engaging and committed performance.</li> <li>• A close link is evident between the student’s own physical ability and the art of successful expression.</li> <li>• The motif is complex, thus making for a clear, sensitive and skilful performance, demonstrating unity and coherence and adding interest to the composition.</li> <li>• The motif is developed using a variety of advanced methods and devices, enabling the dance to be performed with very good clarity and interest.</li> <li>• The theme is communicated with sensitivity and commitment throughout the dance, resulting in a completely engaging experience for the audience.</li> <li>• The choice of accompaniment is sophisticated and mature, entirely supporting and complementing the structure and content of the dance, enhancing the overall impact of the choreographic intent.</li> <li>• If relevant, group relationships are sophisticated, showing very good sensitivity to other dancers throughout.</li> </ul>

## Field Hockey

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. This must be outdoors. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick, drag flick, reverse hit)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting, where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (channelling, shadowing, man to man, zonal)</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)</li> <li>• dealing with ground shots (stick side, non-stick side)</li> <li>• dealing with aerial shots (stick side, non-stick side)</li> <li>• kicking (distribution, clearance)</li> <li>• use of stick/hand</li> <li>• tackling</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• interception (pass, shot)</li> <li>• restarts (attack, defence, corners, free hits)</li> <li>• contribution to open play (keeping possession, regaining possession, support in attack and defence)</li> <li>• contribution to set play/moves (free-hits, corners, sideline hit in attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p>OR</p>

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	<p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• restarts (attack, defence, corners, free hits)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• contribution to set play/moves</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for field hockey

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (man to man)</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)</li> <li>• dealing with ground shots (stick side, non-stick side)</li> <li>• dealing with aerial shots (stick side, non-stick side)</li> <li>• kicking (distribution, clearance)</li> <li>• use of stick/hand</li> <li>• tackling</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (man to man)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)</li> <li>• dealing with ground shots (stick side, non-stick side)</li> <li>• dealing with aerial shots (stick side, non-stick side)</li> <li>• kicking (distribution, clearance)</li> <li>• use of stick/hand</li> <li>• tackling</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (man to man)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)</li> <li>• dealing with ground shots (stick side, non-stick side)</li> <li>• dealing with aerial shots (stick side, non-stick side)</li> <li>• kicking (distribution, clearance)</li> <li>• use of stick/hand</li> <li>• tackling</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (man to man)</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)</li> <li>• dealing with ground shots (stick side, non-stick side)</li> <li>• dealing with aerial shots (stick side, non-stick side)</li> <li>• kicking (distribution, clearance)</li> <li>• use of stick/hand</li> <li>• tackling</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (man to man)</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)</li> <li>• dealing with ground shots (stick side, non-stick side)</li> <li>• dealing with aerial shots (stick side, non-stick side)</li> <li>• kicking (distribution, clearance)</li> <li>• use of stick/hand</li> <li>• tackling</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>



## Figure Skating

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE. It cannot be assessed with the dance activity. Only one discipline of Figure Skating is allowed to be assessed. Students should refer to British Ice Skating for technical requirements for national pairs, ice dance and synchronised competitions.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality of any of the <b>four</b> skills listed below when performed in isolation/unopposed practice.</p> <p>The skills selected from the list below should reflect the chosen discipline, as applicable:</p> <ul style="list-style-type: none"> <li>• overall skating action (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles)</li> <li>• lifts (short lifts, long lifts)</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</p> <p>Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	<p>Candidates should demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with expression, precision, control and fluency to perform in <b>either</b> a pairs, ice dance <b>or</b> synchronised routine. Routines will be choreographed and include varying degrees of difficulty and compulsory elements according to the level at which the candidates are being assessed and the discipline being performed. The skills in isolation as listed in the left -hand column can be incorporated into the routine as appropriate.</p> <p>The following should be considered when performing the above skills during a routine in a conditioned/formal/competitive situation:</p> <p><b>Execution of skill, technical merit and degree of difficulty</b>, which develops from simple to more complex actions, and which includes correctness of line and shape, transitions, as well as timing and coordination, and use of amplitude in execution of elements</p> <p><b>Awareness of dynamics</b>, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway</p> <p><b>Use of expressive skills during the routine</b> – ability to demonstrate artistry, emotion, character and attitude</p> <p><b>Musicality</b> – relationship between choreography, movement and music with variations of speed and tempo as appropriate</p>

<p><b>The performance of skills and techniques in isolation/unopposed situations</b></p>	<p><b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b></p>
	<p><b>Evidence of creativity</b> during the routine demonstrating imagination and originality Ability to work with a partner or in a group, showing synchronicity, alignment and connection to partner</p> <p><b>Ability to adapt to the environment and changing circumstances during the routine</b> -ability to respond to changing circumstances if applicable during a routine, for example, if an element is missed, the candidates is able to think quickly to execute an extra move to make up the score; deciding position's (skill) strength to maximise performance</p> <p><b>Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</b> – application of knowledge of the scoring system to maximise capabilities during the performance.</p>

## Assessment criteria for figure skating

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• overall skating action - (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles)</li> <li>• lifts (short lifts, long lifts)</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</p> <p>Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of low scoring tariff routine, including basic jumps, spins, transitions, steps, with a limited range of amplitude.</li> <li>• Ineffective accuracy of actions, dynamics and spatial content, with inconsistent timing and coordination.</li> <li>• Lacks confidence and concentration in performance, showing little communication of artistry, emotion, character and attitude.</li> <li>• There is limited evidence of creativity, imagination and originality.</li> <li>• Interpretation and choreography of the music is incidental and demonstrates little relevance to the selected movements, and with little variation in tempo and speed.</li> <li>• Group relationships are coincidental and there is limited connection, alignment or synchronicity with/to partner or other performers in the group.</li> <li>• No awareness of the need to adapt to the environment and changing circumstances during the routine.</li> <li>• No awareness of scoring system to maximise capabilities.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• overall skating action - (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles)</li> <li>• lifts (short lifts, long lifts)</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</p> <p>Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of low scoring tariff routine, including basic jumps, transitions and steps, with a limited range of amplitude.</li> <li>• Basic accuracy of actions, dynamics and spatial content, with inconsistent timing and coordination.</li> <li>• Projects self with some confidence but focus tends to be inward, lacking in artistry and communication of emotion, character and attitude.</li> <li>• There is some evidence of creativity, imagination and originality, although this is quite limited and structured.</li> <li>• The choice of music is clear but does not always fully reflect the choreography and movements, with limited variation in tempo and speed.</li> <li>• Group relationships are evident and there is some, but limited connection, alignment or synchronicity with/to partner or other performers in the group.</li> <li>• Attempts to respond to environmental conditions and changing circumstances during the routine at a basic level, but lacks repertoire of skills to adapt.</li> <li>• Basic awareness of scoring system to maximise capabilities.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• overall skating action - (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles)</li> <li>• lifts (short lifts, long lifts)</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</p> <p>Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of lower scoring tariff routine, including basic jumps, transitions and steps, with a limited range of amplitude.</li> <li>• Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing and coordination.</li> <li>• Projects self with confidence, and able to communicate some artistry, emotion, character and attitude but focus lacks consistency.</li> <li>• There is some evidence between the candidate’s own physical ability and level of creativity, imagination and originality, but one may be more evident than the other.</li> <li>• The choice of music is clear, varies in speed and tempo, and adds to the overall impact of the choreographic intent of the movements.</li> <li>• Group relationships are planned and there is connection, alignment and synchronicity with/to partner or other performers in the group, although this may not always be sustained.</li> <li>• Attempts to respond to environmental conditions and changing circumstances during the routine but with little success.</li> <li>• Some awareness of scoring system to maximise capabilities.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• overall skating action - (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles)</li> <li>• lifts (short lifts, long lifts)</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</p> <p>Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of higher tariff skills, including advanced jumps, transitions and steps, with a good range of amplitude.</li> <li>• Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing and coordination.</li> <li>• Projects self with confidence and able to communicate artistry, emotion, character and attitude, staying focused throughout the routine.</li> <li>• A link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality.</li> <li>• The choice of music is well matched, varying in tempo and speed as appropriate, enhancing the overall impact of the choreographic intent.</li> <li>• Group relationships are appropriate and well planned, showing connection, alignment and synchronicity with/to partner or other performers in the group.</li> <li>• Responds to environmental conditions and changing circumstances during the routine with some success.</li> <li>• Good awareness of scoring system to maximise capabilities.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• overall skating action - (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles)</li> <li>• lifts (short lifts, long lifts)</li> <li>• throws</li> <li>• step patterns (waltz, tango, samba, cha-cha, rhumba).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation: Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of all elements from the higher tariff skills, including advanced jumps, transitions and steps, with a very good range of amplitude.</li> <li>• Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing, coordination and musicality.</li> <li>• Projects self with excellent confidence and is focused throughout. Able to communicate artistry, emotion character and attitude to produce a highly engaging and committed performance.</li> <li>• A close link is evident between the student’s own physical ability and the art of successful expression, including creativity, imagination and originality, adding interest to the routine.</li> <li>• The choice of music is sophisticated and mature, entirely supporting and complementing the structure and content of the routine, enhancing the overall impact of the choreographic intent.</li> <li>• Group relationships are sophisticated, showing a very good connection, alignment and synchronicity with/to partner or other performers in the group.</li> <li>• Responds to environmental conditions and changing circumstances during the routine to ensure maximum success.</li> <li>• Very good awareness of scoring system to maximise capabilities.</li> </ul>

## Futsal

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE. Players must participate in conditioned practices and a full-sided competitive game, consisting of 5 players on each team, including the goalkeeper, to meet the criteria for the second column.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• control: able to demonstrate control in tight areas and small spaces, sole of foot, left-right, backwards-forwards, ball trap, touch</li> <li>• dribbling: pace, change of direction, move and feint, move and rotate, beating an opponent</li> <li>• passing: able to demonstrate passing in small/tight areas, parallel pass, square pass, pass and move, first touch</li> <li>• shooting: power, toe punt, toe poke</li> <li>• defending: player-to-player, denying the space, stealing the ball, tackling</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – blocking, using hands (palming ball away), saving with feet, diving low</li> <li>• movement to the ball – angles, positioning, cover side-to-side</li> <li>• reactions – reflex saves, rebound saves, recoveries from close-in shots</li> <li>• distribution – save and clear, passing with hands or feet</li> <li>• 1 v 1 – close-in shots.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• position-specific techniques: knows position/role and where and how to move around field of play; role of backman or fix</li> <li>• contribution to open play: transition when to move from defence to attack and vice versa; finding space/occupying space left by teammate; directional play in the deny, delay, deflect actions</li> <li>• contribution to set play/moves according to systems of play – diamond, square, rotation; playing 5 passes to build up attack; defending systems – player-to-player, zonal, mixed defence</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play – application of team tactics when attacking and defending, such as power play or using fly keeper to outwit opponents</li> <li>• ability to adapt to the environment and changing circumstances – regrouping and reorganising following loss/change of players; playing to strengths and weaknesses of opponents</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies – not giving away fouls, entering/leaving field of play correctly, 3-second rule when attacking</li> </ul>



The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	<p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• contribution to set play/moves</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances – if playing out of goal</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for futsal

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>control: demonstrates inadequate control in tight areas and small spaces using sole of foot, left-right, backwards-forwards, ball trap, touch</li> <li>dribbling: may be unbalanced and lack pace when changing direction; move and feint, move and rotate; beating an opponent will be unsuccessful</li> <li>passing: passing in small/tight areas, parallel pass, square pass, pass and move, first touch – will lack timing and accuracy</li> <li>shooting: power, toe punt, toe poke – may lack power; ball may be lifted</li> <li>defending: player-to-player, denying the space, stealing the ball, tackling – will be largely unsuccessful</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping – blocking, using hands (palming ball away), saving with feet, diving low</li> <li>movement to the ball – angles, positioning, cover side-to-side</li> <li>reactions – reflex saves, rebound saves, recoveries from close-in shots</li> <li>distribution – save and clear, passing with hands or feet</li> <li>1 v 1 – close-in shots</li> </ul> <p>Inappropriate techniques will be attempted and at a slow speed and almost always result in an unsuccessful outcome.</p>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Position-specific skills and techniques performed ineffectively – will have limited awareness of role and when and where to move.</li> <li>Skills and techniques performed ineffectively with inaccurate timing, coordination and inconsistent application. Frequent unforced errors.</li> <li>Minimal influence on the performance and motivation of self and others.</li> <li>Limited communication during the game.</li> <li>No awareness and use of environmental conditions to benefit performance.</li> <li>No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>control: demonstrates basic control in tight areas and small spaces using sole of foot, left-right, backwards-forwards, ball trap, touch – although successful outcomes will be infrequent</li> <li>dribbling: lack of fluency and pace when changing direction; move and feint, move and rotate; successful outcomes when beating an opponent will be infrequent</li> <li>passing: passing in small/tight areas, parallel pass, square pass, pass and move, first touch – with a basic measure of timing and accuracy</li> <li>shooting: power, toe punt, toe poke – may lack power; ball may be lifted – few successful attempts at goal</li> <li>defending: player-to-player, denying the space, stealing the ball, tackling – will be largely unsuccessful</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping – blocking, using hands (palming ball away), saving with feet, diving low</li> <li>movement to the ball – angles, positioning, cover side-to-side</li> <li>reactions – reflex saves, rebound saves, recoveries from close-in shots</li> <li>distribution – save and clear, passing with hands or feet</li> <li>1 v 1 – close-in shots</li> </ul> <p>Basic techniques will be attempted; successful outcomes are infrequent.</p>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Position-specific skills and techniques performed basically.</li> <li>Skills and techniques performed basically with basic measure of timing and accuracy; inconsistent application and frequent errors and misjudgements.</li> <li>Basic influence on the performance and motivation of self and others.</li> <li>Rarely communicates during the game and with little impact.</li> <li>Attempts to respond to environmental conditions but without success.</li> <li>Any tactical changes are ineffective and inconsistent in response to the opposition’s actions.</li> <li>Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>control: demonstrates some control in tight areas and small spaces using sole of foot, left–right, backwards–forwards, ball trap, touch – but with misjudgements</li> <li>dribbling: will be executed from a balanced position with some fluency and pace when changing direction; move and feint, move and rotate; some unforced errors made when beating an opponent</li> <li>passing: passing in small/tight areas, parallel pass, square pass, pass and move, first touch – with some measure of timing, although occasional lack of direction and accuracy</li> <li>shooting: power, toe punt, toe poke – will have some power, direction and accuracy, but with misjudgements</li> <li>defending: player-to-player, denying the space, stealing the ball, tackling – will be largely successful, although with unforced errors</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping – blocking, using hands (palming ball away), saving with feet, diving low</li> <li>movement to the ball – angles, positioning, cover side-to-side</li> <li>reactions – reflex saves, rebound saves, recoveries from close-in shots</li> <li>distribution – save and clear, passing with hands or feet</li> <li>1 v 1 – close-in shots</li> </ul> <p>Appropriate techniques will be attempted with some successful outcomes but with some unforced errors and misjudgements.</p>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Position-specific skills and techniques performed competently.</li> <li>Skills and techniques executed competently with some accurate timing and consistency of application, but with errors.</li> <li>Some influence on the performance and motivation of self and others.</li> <li>Some communication during the game with some impact, but inconsistent in places.</li> <li>Attempts to respond to environmental conditions, but with little success.</li> <li>Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, good precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>control: demonstrates consistent control in tight areas and small spaces using sole of foot, left–right, backwards–forwards, ball trap, touch – with few unforced errors</li> <li>dribbling: will be executed from a balanced position with good fluency and pace when changing direction; move and feint, move and rotate; a few minor misjudgements made when beating an opponent</li> <li>passing: passing in small/tight areas, parallel pass, square pass, pass and move, first touch – with good and effective timing and accuracy</li> <li>shooting: power, toe punt, toe poke – will have power, direction and accuracy, with few misjudgements</li> <li>defending: player-to-player, denying the space, stealing the ball, tackling – will be largely successful with few unforced errors</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping – blocking, using hands (palming ball away), saving with feet, diving low</li> <li>movement to the ball – angles, positioning, cover side-to-side</li> <li>reactions – reflex saves, rebound saves, recoveries from close-in shots</li> <li>distribution – save and clear, passing with hands or feet</li> <li>1 v 1 – close-in shots</li> </ul> <p>Appropriate techniques will be demonstrated with mainly successful outcomes and few unforced errors.</p>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Good position-specific skills and techniques.</li> <li>Range of skills and techniques are executed with good and effective timing and consistency of application, and with few errors and misjudgements.</li> <li>Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>Effective communication with good impact during the game, but with misjudgements.</li> <li>Responds to environmental conditions with some success.</li> <li>Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>control: demonstrates consistent control in tight areas and small spaces using sole of foot, left-right, backwards-forwards, ball trap, touch – with very good speed</li> <li>dribbling: will be executed from a balanced position with good fluency and pace when changing direction; move and feint, move and rotate; very few misjudgements made when beating an opponent</li> <li>passing: passing in small/tight areas, parallel pass, square pass, pass and move, first touch – with very good timing, accuracy and direction</li> <li>shooting: power, toe punt, toe poke – will have power, direction and accuracy, with very few unforced errors</li> <li>defending: player-to-player, denying the space, stealing the ball, tackling – will be successful with very few unforced errors</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping – blocking, using hands (palming ball away), saving with feet, diving low</li> <li>movement to the ball – angles, positioning, cover side-to-side</li> <li>reactions – reflex saves, rebound saves, recoveries from close-in shots</li> <li>distribution – save and clear, passing with hands or feet</li> <li>1 v 1 – close-in shots</li> </ul> <p>An extensive range of techniques will be demonstrated with mainly successful outcomes and very few unforced errors.</p>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Very good position-specific skills and techniques. Can position themselves effectively.</li> <li>Extensive range of skills and techniques are executed with very effective timing and accuracy and with appropriate application in almost all situations.</li> <li>Consistently able to effectively influence the performance and motivation of self and others.</li> <li>Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>Responds effectively to environmental conditions.</li> <li>Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Gaelic Football

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• kicking from hand (punt, hook, outside of boot)</li> <li>• place kicking (kicking from ground)</li> <li>• tackling (dispossessing man on ball, block down)</li> <li>• catching (overhead, chest high)</li> <li>• tap down break (from high ball)</li> <li>• positioning (breaking ball)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (hop and solo)</li> <li>• evasion (sidestep, dummy solo)</li> <li>• pick up (crouch, flick up)</li> <li>• fist pass (to man, for point).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• contribution to open play (making supporting runs, getting open for a pass, tracking back and covering on defence, positioning for breaks)</li> <li>• contribution to set plays (free taking, 45s)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making (e.g. correct decision to use hand pass over kick pass, shooting when appropriate, running with ball when appropriate)</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for Gaelic football

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• kicking from hand (punt, hook, outside of boot)</li> <li>• place kicking (kicking from ground)</li> <li>• tackling (dispossessing man on ball, block down)</li> <li>• catching (overhead, chest high)</li> <li>• tap down break (from high ball)</li> <li>• positioning (breaking ball)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (hop and solo)</li> <li>• evasion (sidestep, dummy solo)</li> <li>• pick up (crouch, flick up)</li> <li>• fist pass (to man, for point).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• kicking from hand (punt, hook, outside of boot)</li> <li>• place kicking (kicking from ground)</li> <li>• tackling (dispossessing man on ball, block down)</li> <li>• catching (overhead, chest high)</li> <li>• tap down break (from high ball)</li> <li>• positioning (breaking ball)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (hop and solo)</li> <li>• evasion (sidestep, dummy solo)</li> <li>• pick up (crouch, flick up)</li> <li>• fist pass (to man, for point).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• kicking from hand (punt, hook, outside of boot)</li> <li>• place kicking (kicking from ground)</li> <li>• tackling (dispossessing man on ball, block down)</li> <li>• catching (overhead, chest high)</li> <li>• tap down break (from high ball)</li> <li>• positioning (breaking ball)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (hop and solo)</li> <li>• evasion (sidestep, dummy solo)</li> <li>• pick up (crouch, flick up)</li> <li>• fist pass (to man, for point).</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• kicking from hand (punt, hook, outside of boot)</li> <li>• place kicking (kicking from ground)</li> <li>• tackling (dispossessing man on ball, block down)</li> <li>• catching (overhead, chest high)</li> <li>• tap down break (from high ball)</li> <li>• positioning (breaking ball)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (hop and solo)</li> <li>• evasion (sidestep, dummy solo)</li> <li>• pick up (crouch, flick up)</li> <li>• fist pass (to man, for point).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• kicking from hand (punt, hook, outside of boot)</li> <li>• place kicking (kicking from ground)</li> <li>• tackling (dispossessing man on ball, block down)</li> <li>• catching (overhead, chest high)</li> <li>• tap down break (from high ball)</li> <li>• positioning (breaking ball)</li> <li>• shooting (points, goals)</li> <li>• running with the ball (hop and solo)</li> <li>• evasion (sidestep, dummy solo)</li> <li>• pick up (crouch, flick up)</li> <li>• fist pass (to man, for point).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Handball

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• passing (right and left hand, short, long, stationary, on the move)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• control (stability in performance of skills)</li> <li>• footwork (running pass, running shot, dribbling)</li> <li>• evasion (breakthrough, feints with and without a ball)</li> <li>• shooting where appropriate to position (jump shot from the wing, jump shot from the back court, dive shot, standing shot)</li> <li>• defending (blocking, tackling, interceptions, stealing, man to man, zonal)</li> <li>• goal keeping skills (shot stopping – hands, legs, trunk, putting the ball down, long and short shots, fast attack).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• contribution to open play (e.g. moving up court, moving into space, creating space, interceptions) in attack and defence</li> <li>• contribution to set play/moves, (free throws, goalkeeper throw, fast break, throw off, throw in) in attack and defence</li> <li>• decision making (making correct decision to use techniques as appropriate)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (for example loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for handball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to:</p> <ul style="list-style-type: none"> <li>• passing</li> <li>• catching</li> <li>• control</li> <li>• footwork</li> <li>• evasion</li> <li>• shooting, where appropriate to position</li> <li>• defending</li> <li>• goal keeping skills, if appropriate.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to:</p> <ul style="list-style-type: none"> <li>• passing</li> <li>• catching</li> <li>• control</li> <li>• footwork</li> <li>• evasion</li> <li>• shooting, where appropriate to position</li> <li>• defending</li> <li>• goal keeping skills, if appropriate.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to:</p> <ul style="list-style-type: none"> <li>• passing</li> <li>• catching</li> <li>• control</li> <li>• footwork</li> <li>• evasion</li> <li>• shooting, where appropriate to position</li> <li>• defending</li> <li>• goal keeping skills, if appropriate.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to: <ul style="list-style-type: none"> <li>• passing</li> <li>• catching</li> <li>• control</li> <li>• footwork</li> <li>• evasion</li> <li>• shooting, where appropriate to position</li> <li>• defending</li> <li>• goal keeping skills, if appropriate.</li> </ul>	4	16-20	Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to:</p> <ul style="list-style-type: none"> <li>• passing</li> <li>• catching</li> <li>• control</li> <li>• footwork</li> <li>• evasion</li> <li>• shooting, where appropriate to position</li> <li>• defending</li> <li>• goal keeping skills, if appropriate.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Ice Hockey

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

Players must participate in conditioned practices and a full-sided competitive game, consisting of 6 players on each team, including the netminder, to meet the criteria for the second column. The game should be played over a full-size ice pad.

Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: one-footed, two-footed, forwards, backwards, changing direction, tight turns, accelerating, stopping</li> <li>• dribbling/puck handling: side to side, back to front, dragging, tipping, deking, sliding, poking</li> <li>• passing: forehand and backhand ground passes, saucer pass, flick – straight, right to left and left to right</li> <li>• receiving the puck: grip, weight and timing – 'giving' motion, from in front, right side, left side, behind</li> <li>• beating an opponent: use of feints, stick side; non-stick side, pull back and touch stop, face-off</li> <li>• shooting: wrist shot, snap shot, slap shot, backhand shot</li> <li>• tackling: block, lunge, jab from front and side, channelling, shadowing</li> </ul> <p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save, double pad stack, deck save</li> <li>• blocking and reacting from and to butterfly position</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• position-specific techniques: knows position/role and where and how to move within the zonal thirds, shot/pass selection at restarts/face-offs</li> <li>• contribution to open play: attacking, defending, counter-attacking</li> <li>• contribution to set play/moves according to zones, anticipation of own team's moves as well as those of the opposition</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play - application of team tactics at offensive and defensive plays such as penalty kills and power play situations, to avoid penalties, offside and icing</li> <li>• decision making – leadership, mental preparation, concentration, and applying correct technique when playing on slippery surface</li> <li>• ability to adapt to the environment and changing circumstances (loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<ul style="list-style-type: none"> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	<p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• contribution to set play/moves</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for ice hockey

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>skating: one-footed, two-footed, forwards, backwards, changing direction, tight turns, accelerating, stopping</li> <li>dribbling/puck handling: side to side, back to front, dragging, tipping, deking, sliding, poking</li> <li>passing: forehand and backhand ground passes, saucer pass, flick – straight, right to left and left to right</li> <li>receiving the puck: grip, weight and timing – 'giving' motion, from in front, right side, left side, behind</li> <li>beating an opponent: use of feints, stick side; non-stick side, pull back and touch stop, face-off</li> <li>shooting: wrist shot, snap shot, slap shot, backhand shot</li> <li>tackling: block, lunge, jab from front and side, channelling, shadowing</li> </ul> <p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping: blocker save, catcher save, stick save, body save, double pad stack, deck save</li> <li>blocking and reacting from and to butterfly position</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Position-specific skills and techniques performed ineffectively – will have limited awareness of role and when and where to move.</li> <li>Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>Minimal influence on the performance and motivation of self and others.</li> <li>Limited communication during the game.</li> <li>No awareness and use of environmental conditions to benefit performance.</li> <li>No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>			

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: one-footed, two-footed, forwards, backwards, changing direction, tight turns, accelerating, stopping</li> <li>• dribbling/puck handling: side to side, back to front, dragging, tipping, deking, sliding, poking</li> <li>• passing: forehand and backhand ground passes, saucer pass, flick – straight, right to left and left to right</li> <li>• receiving the puck: grip, weight and timing – 'giving' motion, from in front, right side, left side, behind</li> <li>• beating an opponent: use of feints, stick side; non-stick side, pull back and touch stop, face-off</li> <li>• shooting: wrist shot, snap shot, slap shot, backhand shot</li> <li>• tackling: block, lunge, jab from front and side, channelling, shadowing</li> </ul> <p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save, double pad stack, deck save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. Mainly uses forehand side of stick – little evidence of ability to use both sides of the stick. Mainly stick tackles. Netminder is able to make body saves.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: one-footed, two-footed, forwards, backwards, changing direction, tight turns, accelerating, stopping</li> <li>• dribbling/puck handling: side to side, back to front, dragging, tipping, deking, sliding, poking</li> <li>• passing: forehand and backhand ground passes, saucer pass, flick – straight, right to left and left to right</li> <li>• receiving the puck: grip, weight and timing – 'giving' motion, from in front, right side, left side, behind</li> <li>• beating an opponent: use of feints, stick side; non-stick side, pull back and touch stop, face-off</li> <li>• shooting: wrist shot, snap shot, slap shot, backhand shot</li> <li>• tackling: block, lunge, jab from front and side, channelling, shadowing</li> </ul> <p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save, double pad stack, deck save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors. Able to tackle successfully although follow on distribution is less effective. Netminder is able to produce a variety of saves.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: one-footed, two-footed, forwards, backwards, changing direction, tight turns, accelerating, stopping</li> <li>• dribbling/puck handling: side to side, back to front, dragging, tipping, deking, sliding, poking</li> <li>• passing: forehand and backhand ground passes, saucer pass, flick – straight, right to left and left to right</li> <li>• receiving the puck: grip, weight and timing – 'giving' motion, from in front, right side, left side, behind</li> <li>• beating an opponent: use of feints, stick side; non-stick side, pull back and touch stop, face-off</li> <li>• shooting: wrist shot, snap shot, slap shot, backhand shot</li> <li>• tackling: block, lunge, jab from front and side, channelling, shadowing</li> </ul> <p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save, double pad stack, deck save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. Makes good use of a variety of dribbling techniques. Netminder is able to make good use of speed and hand/eye coordination to track the puck and clear it.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: one-footed, two-footed, forwards, backwards, changing direction, tight turns, accelerating, stopping</li> <li>• dribbling/puck handling: side to side, back to front, dragging, tipping, deking, sliding, poking</li> <li>• passing: forehand and backhand ground passes, saucer pass, flick – straight, right to left and left to right</li> <li>• receiving the puck: grip, weight and timing – 'giving' motion, from in front, right side, left side, behind</li> <li>• beating an opponent: use of feints, stick side; non-stick side, pull back and touch stop, face-off</li> <li>• shooting: wrist shot, snap shot, slap shot, backhand shot</li> <li>• tackling: block, lunge, jab from front and side, channelling, shadowing</li> </ul> <p>OR</p> <p>Netminder (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save, double pad stack, deck save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques. Is able to position themselves effectively. Uses intelligent positioning of the body to limit the attacker's options, giving evidence of 'shadowing', 'channelling' and 'circling the puck'.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Netminder is able to set up an attacking opportunity following a save/block using very good speed of movement and hand/eye coordination.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Inline Roller Hockey

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards, acceleration, stopping</li> <li>• dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards</li> <li>• passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass</li> <li>• receiving the puck: weight and timing, from in front, right side, left side, behind</li> <li>• beating an opponent: on the forehand side; on the backhand side; face off</li> <li>• shooting: wrist shot, snap shot, slap shot, shovel</li> <li>• defensive play: stick poke check, use of shadowing</li> </ul> <p>OR</p> <p>Goal tender (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck and clearing it</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• position-specific techniques: knows position/role and where and how to move, shot/pass selection, use of decoy – 'deke' – to evade defender or goal tender</li> <li>• restarts (face-offs in the attacking or defensive zones)</li> <li>• contribution to open play (keeping possession, regaining possession, exploiting breakaway situations, support in defence and attack (if one player takes a 2 minute penalty))</li> <li>• contribution to set play/moves ('pulling the goalie', team set for face-off)</li> <li>• demonstrating communication and influence on team performance - when a penalty is given for or against</li> <li>• applying the team strategy in open play and set play - stretch pass or break out, fore-checking, pinching, from a line change</li> <li>• decision making – use of rolling substitutions</li> <li>• ability to adapt to the environment and changing circumstances (loss of a player)</li> </ul>

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<ul style="list-style-type: none"> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	<ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p>OR</p> <p>Goal tending (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• contribution to set play/moves</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

### Assessment criteria for inline roller hockey

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards</li> <li>dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards</li> <li>passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass</li> <li>receiving the puck: weight and timing, from in front, right side, left side, behind</li> <li>beating an opponent: on the forehand side; on the backhand side; face off</li> <li>shooting: wrist shot, snap shot, slap shot, shovel.</li> <li>defensive play: stick poke check, use of shadowing</li> </ul> <p>OR</p> <p>Goal tender (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>shot stopping: blocker save, catcher save, stick save, body save</li> <li>blocking and reacting from and to butterfly position</li> <li>use and speed of hand/eye coordination when tracking the puck</li> <li>movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Position-specific skills and techniques performed ineffectively - will have limited awareness of role and when and where to move.</li> <li>Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>Minimal influence on the performance and motivation of self and others.</li> <li>Limited communication during the game.</li> <li>No awareness and use of environmental conditions to benefit performance.</li> <li>No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards</li> <li>• dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards</li> <li>• passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass</li> <li>• receiving the puck: weight and timing, from in front, right side, left side, behind</li> <li>• beating an opponent: on the forehand side; on the backhand side; face-off</li> <li>• shooting: wrist shot, snap shot, slap shot, shovel</li> <li>• defensive play: stick poke check, use of shadowing</li> </ul> <p>OR</p> <p>Goal tender (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. Mainly uses forehand side of stick – little evidence of ability to use both sides of the stick.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards</li> <li>• dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards</li> <li>• passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass</li> <li>• receiving the puck: weight and timing, from in front, right side, left side, behind</li> <li>• beating an opponent: on the forehand side; on the backhand side; face off</li> <li>• shooting: wrist shot, snap shot, slap shot, shovel</li> <li>• defensive play: stick poke check, use of shadowing</li> </ul> <p>OR</p> <p>Goal tender (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors. Passing and shooting may lack power.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards</li> <li>• dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards</li> <li>• passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass</li> <li>• receiving the puck: weight and timing, from in front, right side, left side, behind</li> <li>• beating an opponent: on the forehand side; on the backhand side; face off</li> <li>• shooting: wrist shot, snap shot, slap shot, shovel</li> <li>• defensive play: stick poke check, use of shadowing</li> </ul> <p>OR</p> <p>Goal tender (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. Able to adjust skate position to give direction and accuracy.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards</li> <li>• dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards</li> <li>• passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass</li> <li>• receiving the puck: weight and timing, from in front, right side, left side, behind</li> <li>• beating an opponent: on the forehand side; on the backhand side; face off</li> <li>• shooting: wrist shot, snap shot, slap shot, shovel</li> <li>• defensive play: stick poke check, use of shadowing</li> </ul> <p>OR</p> <p>Goal tender (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping: blocker save, catcher save, stick save, body save</li> <li>• blocking and reacting from and to butterfly position</li> <li>• use and speed of hand/eye coordination when tracking the puck</li> <li>• movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques. Is able to position themselves effectively and time the poke check to dispossess the opponent.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Lacrosse

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (long, short, stationary, on the move, right- and left-handed)</li> <li>• receiving the ball (high passes, low passes, left- and right-handed, stationary, on the move)</li> <li>• scooping the ball (stationary, moving)</li> <li>• running with the ball (cradling, ball protection)</li> <li>• competing for the ball (on the ground, checking)</li> <li>• evasion (face, split, roll, left- and right-handed dodges)</li> <li>• shooting, appropriate to position (long and close range)</li> <li>• the draw/face off</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (footwork, movement around goal area to deal with angles/deflections, free positions)</li> <li>• shot stopping - low shots (tick side low, off stick side low, bounce shots)</li> <li>• shot stopping – mid height (stick side hip, off stick side hip)</li> <li>• shot stopping – high shots (stick side high, off stick side high)</li> <li>• catching and cradling</li> <li>• passing (distribution, clearance)</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• interception (pass, shot)</li> <li>• defending (channelling, shadowing, man to man)</li> <li>• contribution to open play (keeping possession, regaining possession, support in attack and defence)</li> <li>• contribution to strategy and tactics (e.g. attack decision making tree, defence decision making tree)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• contribution to set play and open play</li> <li>• demonstrating communication and influence on team performance</li> </ul>

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
	<ul style="list-style-type: none"> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for lacrosse

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (long, short, stationary, on the move, right- and left-handed)</li> <li>• receiving the ball (high passes, low passes, left- and right-handed, stationary, on the move)</li> <li>• scooping the ball (stationary, moving)</li> <li>• running with the ball (cradling, ball protection)</li> <li>• competing for the ball (on the ground, checking)</li> <li>• evasion (face, split, roll, left- and right-handed dodges)</li> <li>• shooting, where appropriate to position (long range, close range)</li> <li>• the draw/face off</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions)</li> <li>• shot stopping - low shots (tick side low, off stick side low, bounce shots)</li> <li>• shot stopping - mid height (stick side hip, off stick side hip)</li> <li>• shot stopping - high shots (stick side high, off stick side high)</li> <li>• catching and cradling passing (distribution, clearance)</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (long, short, stationary, on the move, right- and left-handed)</li> <li>• receiving the ball (high passes, low passes, left- and right-handed, stationary, on the move)</li> <li>• scooping the ball (stationary, moving)</li> <li>• running with the ball (cradling, ball protection)</li> <li>• competing for the ball (on the ground, checking)</li> <li>• evasion (face, split, roll, left- and right-handed dodges)</li> <li>• shooting, where appropriate to position (long range, close range)</li> <li>• the draw/face off</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions)</li> <li>• shot stopping – low shots (stick side low, off stick side low, bounce shots)</li> <li>• shot stopping – mid height (stick side hip, off stick side hip)</li> <li>• shot stopping – high shots (stick side high, off stick side high)</li> <li>• catching and cradling passing (distribution, clearance)</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (long, short, stationary, on the move, right- and left-handed)</li> <li>• receiving the ball (high passes, low passes, left- and right-handed, stationary, on the move)</li> <li>• scooping the ball (stationary, moving)</li> <li>• running with the ball (cradling, ball protection)</li> <li>• competing for the ball (on the ground, checking)</li> <li>• evasion (face, split, roll, left and right-handed dodges)</li> <li>• shooting, where appropriate to position (long range, close range)</li> <li>• the draw/face off</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions)</li> <li>• shot stopping – low shots (tick side low, off stick side low, bounce shots)</li> <li>• shot stopping – mid height (stick side hip, off stick side hip)</li> <li>• shot stopping – high shots (stick side high, off stick side high)</li> <li>• catching and cradling passing (distribution, clearance)</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (long, short, stationary, on the move, right- and left-handed)</li> <li>• receiving the ball (high passes, low passes, left- and right-handed, stationary, on the move)</li> <li>• scooping the ball (stationary, moving)</li> <li>• running with the ball (cradling, ball protection)</li> <li>• competing for the ball (on the ground, checking)</li> <li>• evasion (face, split, roll, left- and right-handed dodges)</li> <li>• shooting, where appropriate to position (long range, close range)</li> <li>• the draw/face off</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions)</li> <li>• shot stopping – low shots (tick side low, off stick side low, bounce shots)</li> <li>• shot stopping – mid height (stick side hip, off stick side hip)</li> <li>• shot stopping – high shots (stick side high, off stick side high)</li> <li>• catching and cradling passing (distribution, clearance)</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (long, short, stationary, on the move, right- and left-handed)</li> <li>• receiving the ball (high passes, low passes, left- and right-handed, stationary, on the move)</li> <li>• scooping the ball (stationary, moving)</li> <li>• running with the ball (cradling, ball protection)</li> <li>• competing for the ball (on the ground, checking)</li> <li>• evasion (face, split, roll, left- and right-handed dodges)</li> <li>• shooting, where appropriate to position (long range, close range)</li> <li>• the draw/face off</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions)</li> <li>• shot stopping – low shots (tick side low, off stick side low, bounce shots)</li> <li>• shot stopping – mid height (stick side hip, off stick side hip)</li> <li>• shot stopping – high shots (stick side high, off stick side high)</li> <li>• catching and cradling passing (distribution, clearance)</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>



## Netball

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending stages (1: player-to-player; 2: defending the pass; 3: denying space)</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• contribution to open play (holding space, back up on the circle edge) in attack and defence</li> <li>• contribution to set play/moves, (back line passes, centre passes, throw-in) in attack and defence</li> <li>• decision making (making correct decision to use appropriate techniques)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for netball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass,)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending (player-to-player, defending the pass, denying space)</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending (player-to-player, defending the pass, denying space)</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending (player-to-player, defending the pass, denying space)</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending (player-to-player, defending the pass, denying space)</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending (player-to-player, defending the pass, denying space)</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Rowing

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality demonstrated of their ability to enter, exit and secure a boat and perform a rowing stroke, according to their chosen position:</p> <p><b>Rowing:</b></p> <p>Stroke, to include: accuracy, length/speed, and effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall rowing action (posture, range of motion)</li> <li>• entry (leg action, acceleration of the handle)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges (according to their chosen role) during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p><b>Rowing:</b></p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance, applying the team strategy</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather)</li> <li>• rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m</li> <li>• ability to keep to stroke count and teamwork</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for rowing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p><b>Rowing:</b></p> <p>Stroke, to include: accuracy, length/speed, and effectiveness of the stroke, is ineffective, inefficient and contains many errors:</p> <ul style="list-style-type: none"> <li>• overall rowing action (posture, range of motion)</li> <li>• entry (leg action, acceleration of the handle)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the race.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• Rowing in competitive environments 'side by side' between 1000-2000 m or time trials up to 3000 m are inconsistent and occasionally completed</li> <li>• Ability to keep to stroke count and to work as part of the crew is ineffective.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p><b>Rowing:</b></p> <p>Stroke, to include: accuracy, length/speed, and effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall rowing action (posture, range of motion)</li> <li>• entry (leg action, acceleration of the handle)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the race and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Rowing in competitive environments 'side by side' between 1000-2000 m or time trials up to 3000 m are completed with difficulty/uncompleted.</li> <li>• Ability to keep to stroke count and to work as part of the crew is basic and inconsistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p><b>Rowing:</b></p> <p>Stroke, to include: accuracy, length/speed, and effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall rowing action (posture, range of motion)</li> <li>• entry (leg action, acceleration of the handle)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the race with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed.</li> <li>• Ability to keep to stroke count and to work as part of the crew is competent and consistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p><b>Rowing:</b></p> <p>Stroke, to include: accuracy, length/speed, and effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall rowing action (posture, range of motion)</li> <li>• entry (leg action, acceleration of the handle)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the race, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Rowing in competitive environments 'side by side' between 1000-2000 m or time trials up to 3000 m are consistent and completed competitively.</li> <li>• Ability to keep to stroke count and teamwork is good and consistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p><b>Rowing:</b></p> <p>Stroke, to include: accuracy, length/speed, and effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall rowing action (posture, range of motion)</li> <li>• entry (leg action, acceleration of the handle)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the race with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed leading a race/group.</li> <li>• Ability to keep to stroke count and to work as part of the crew is very good, effective and consistent.</li> </ul>

## Rugby League

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation/unopposed practice.</p> <ul style="list-style-type: none"> <li>• passing (running pass, dummy half pass)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• play the ball (ball presentation/away)</li> <li>• catching (high ball)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion – side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• handling (offloads, dummy pass)</li> <li>• 10-metre-line movement – attack/defence</li> <li>• kick chase (lines of approach)</li> <li>• catching (from pass, high ball, ‘up and under’, grubber)</li> <li>• tackling (front, side, smother)</li> <li>• evasion (side step, swerve, hand off)</li> <li>• interceptions</li> <li>• contribution to open play, e.g. tackling, support (attack and defence)</li> <li>• contribution to set play/moves, e.g. penalties, restarts, play the ball, scrum (attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• contribution to strategy and tactics</li> <li>• application of team strategy – open play/set play</li> <li>• decision making</li> <li>• ability to adapt to the environment</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for rugby league

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (running pass, dummy half pass)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• playing the ball (ball presentation/away)</li> <li>• catching (high ball)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion – side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook)</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when: <ul style="list-style-type: none"> <li>• passing (running pass, dummy half pass)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• playing the ball (ball presentation/away)</li> <li>• catching (high ball)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion - side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook)</li> </ul>	2	6-10	Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (running pass, dummy half pass)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• playing the ball (ball presentation/away)</li> <li>• catching (high ball)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion – side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook)</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when: <ul style="list-style-type: none"> <li>• passing (running pass, dummy half pass)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• playing the ball (ball presentation/away)</li> <li>• catching (high ball)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion – side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook)</li> <li>• position (binding, drive, hook)</li> </ul>	4	16-20	Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (running pass, dummy half pass)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• playing the ball (ball presentation/away)</li> <li>• catching (high ball)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion – side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook)</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Rugby Union

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation/unopposed practice:</p> <ul style="list-style-type: none"> <li>• passing (lateral, spin)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side)</li> <li>• rucking (ball presentation/clear out)</li> <li>• catching (high ball)</li> <li>• mauling (ball presentation/binding)</li> <li>• line-out work (as per position: binding, jumping, throwing)</li> <li>• kicking (goal kicking, punt, grubber)</li> <li>• running with the ball (evasion – side step or swerve)</li> <li>• scrum (as per position: binding, drive, hook).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• handling (offloads)</li> <li>• catching (from pass, high ball)</li> <li>• tackling (side, smother)</li> <li>• evading (side step, swerve, hand off)</li> <li>• intercepting</li> <li>• contributing to open play (ruck, maul, tackling – attack and defence)</li> <li>• contributing to set play/moves (penalties, restarts, scissors, scrum, line out – attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• contributing to strategy and tactics</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for rugby union

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (lateral, spin)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side, smother)</li> <li>• rucking (ball presentation/clear out)</li> <li>• catching (high ball)</li> <li>• mauling (ball presentation/binding)</li> <li>• doing line-out work (as per position: binding/jumping/throwing)</li> <li>• kicking (punt, grubber)</li> <li>• running with the ball (evasion)</li> <li>• in a scrum (as per position: binding, drive, hook).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (lateral, spin)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side, smother)</li> <li>• rucking (ball presentation/clear out)</li> <li>• catching (high ball)</li> <li>• mauling (ball presentation/binding)</li> <li>• doing line out-work (as per position: binding/jumping/throwing)</li> <li>• kicking (punt, grubber)</li> <li>• running with the ball (evasion)</li> <li>• in a scrum (as per position: binding, drive, hook).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control, and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (lateral, spin)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side, smother)</li> <li>• rucking (ball presentation/clear out)</li> <li>• catching (high ball)</li> <li>• mauling (ball presentation/binding)</li> <li>• doing line-out work (as per position: binding/jumping/throwing)</li> <li>• kicking (punt, grubber)</li> <li>• running with the ball (evasion)</li> <li>• in a scrum (as per position: binding, drive, hook).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (lateral, spin)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side, smother)</li> <li>• rucking (ball presentation/clear out)</li> <li>• catching (high ball)</li> <li>• mauling (ball presentation/binding)</li> <li>• doing line-out work (as per position: binding/jumping/throwing)</li> <li>• kicking (punt, grubber)</li> <li>• running with the ball (evasion)</li> <li>• in a scrum (as per position: binding, drive, hook).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• passing (lateral, spin)</li> <li>• offloading (before/after contact)</li> <li>• tackling (front, side, smother)</li> <li>• rucking (ball presentation/clear out)</li> <li>• catching (high ball)</li> <li>• mauling (ball presentation/binding)</li> <li>• doing line-out work (as per position: binding/jumping/throwing)</li> <li>• kicking (punt, grubber)</li> <li>• running with the ball (evasion)</li> <li>• in a scrum (as per position: binding, drive, hook).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>



## Sailing

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

Royal Yachting Association recognised sailing-boat classes only.

The list can be found online at: <https://www.rya.org.uk/racing/british-youth-sailing/junior/junior-classes>.

This activity cannot be assessed with sailing as an individual activity. Students must perform as helmsman.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. This includes using the skills/techniques (listed in the left-hand column) in a racing/competitive situation. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment.</p> <ul style="list-style-type: none"> <li>• Use of appropriate physical attributes to benefit the performance (speed, strength, balance, coordination, agility, endurance) – when moving around the boat, balance to steer the boat, strength to pull the line or sheet to keep the boat stable.</li> <li>• Application of strategy to manage the course – taking into account the wind/water conditions for planning the course/adjust sails, body position, rudder, centreboard accordingly, maximise the starting position – which line has best angle.</li> <li>• Application of tactics to manage speed – lay line at start, turns around buoys, preventing capsizing using tacks, gybs, sailing close to the wind while staying on course, increasing risk to go with the wind.</li> <li>• Managing direction – linking of well-practised manoeuvres to successfully navigate course or area of water.</li> <li>• Adapting to changing conditions – taking into account hazards seen and unseen – response to wind, tide, waves, water conditions – adjusting sail accordingly.</li> </ul>

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	<ul style="list-style-type: none"> <li>• Adapting to competitors – counter-attacking from a defensive formation, using wind to block opponents, finding optimum start position before opponents.</li> <li>• Demonstrating communication and influence on team performance.</li> <li>• Focus, concentration, timing, self-control to the demands of the conditioned/formal/competitive situation.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies – general rules/racing rules to make decisions, using legal rules to overtake boats/beat opposition, managing the course safely.</li> </ul>

## Assessment criteria for sailing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing and inconsistent application and with frequent unforced errors.</li> <li>• No clear evidence of strategic and tactical changes to manage the course and/or speed during the race; when seen they are ineffective and inconsistent in response to the conditions and oppositions actions.</li> <li>• Limited ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents or gain maximum points when manging speed.</li> <li>• Limited communication during the race.</li> <li>• Limited ability to influence the performance and motivation of self and others. Limited psychological control, concentration, timing and focus to benefit performance.</li> <li>• Little awareness of rules/regulations of the sport; fails to fully apply and manage risk management issues when planning and undertaking the competitive situation.</li> <li>• Race/Competitive situation may be incomplete.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing and inconsistent application and with frequent unforced errors.</li> <li>• Any tactical changes are ineffective and inconsistent when attempting to manage the course/speed during the race/competitive situation.</li> <li>• Basic ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt.</li> <li>• Basic attempt to adapt to changes in a competitive situation and conditions to dominate opponents but without success.</li> <li>• Rarely communicates during the race and with little impact.</li> <li>• Basic ability to influence the performance and motivation of self and others. Basic use of psychological control, concentration, timing and focus to benefit performance.</li> <li>• Shows basic awareness of rules/regulations of the sport; shows basic awareness of safety for themselves and others.</li> <li>• Race/Competitive situation is completed with difficulty/uncompleted.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Competent skills and techniques with some accurate timing, but inconsistency of application and errors are made.</li> <li>• Tactical changes are sometimes effective but inconsistently applied when attempting to manage the course/speed during the race/competitive situation.</li> <li>• Some ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Attempts to respond to environmental conditions but with little success.</li> <li>• Attempts to adapt to changes in a competitive situation and conditions to dominate opponents but with little success.</li> <li>• Some communication during the race with some impact, but inconsistent in places.</li> <li>• Some influence on the performance and motivation of self and others. Appropriate use of psychological control, concentration, timing and focus, but sometimes misjudges/fails to read a situation.</li> <li>• Shows some awareness of rules/regulations of the sport; shows some awareness of safety for themselves and others.</li> <li>• Race/Competitive situation is completed with some success, but may require additional support.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good range of skills and techniques with some accurate timing, but inconsistency of application while under the pressure of conditioned/formal/competitive situation.</li> <li>• Tactical changes are effective and consistently applied when attempting to manage the course/speed during the race/competitive situation, but with misjudgements.</li> <li>• Good level of ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation and conditions to dominate opponents.</li> <li>• Effective communication with good impact during the race, but with misjudgements.</li> <li>• Appropriate and effective psychological control, concentration, timing and focus and motivation of self and others to benefit performance, with minor misjudgements.</li> <li>• Good awareness of rules/regulations of the sport; good awareness of safety for themselves and others when on the water</li> <li>• Race/Competitive situation is completed proficiently.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good range of skills and techniques, with some accurate timing but inconsistency of application; few errors, even when applied in more complex scenarios, i.e. sailing close to the wind while remaining on course and at speed.</li> <li>• Applies tactical changes effectively and consistently when attempting to manage the course/speed during the race/competitive situation, with few, if any misjudgements.</li> <li>• Very good level of ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Responds effectively to environmental conditions. Able to select best route, taking into account hazards, seen and unseen.</li> <li>• Adapts effectively and consistently to changes in a competitive situation and conditions to dominate opponents.</li> <li>• Consistent communication during the race with effective impact, with few, if any, misjudgements.</li> <li>• Appropriate and effective psychological control, concentration, timing, focus and motivation of self and others to benefit performance, with few errors.</li> <li>• Very good awareness of rules/regulations of the sport – able to use them to gain advantage; shows very good awareness of safety for themselves and others when on the water.</li> <li>• Race/Competitive situation is completed proficiently, safely, and within time limits.</li> </ul>

## Sculling

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

This activity cannot be assessed with rowing, canoeing, kayaking or individual sculling. This activity can be performed in fixed-seat or sliding-seat boats. It can be performed on sea, lakes or rivers. Candidates can be assessed as pairs, fours or eights in a boat. Candidates will not be assessed in the role of cox in this activity.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation/unopposed practice:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch phase (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel/square to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul> <p>Each of the four skills should be demonstrated over at least ten continuous strokes.</p>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• sculling in competitive environments, such as a 'side by side' race, against at least one other crew between 1000–2000 m, or time trials up to 3000 m, such as fastest crew over a distance</li> <li>• demonstrating communication and influence on team performance, applying the team strategy</li> <li>• ability to adapt to the environment and changing circumstances (changing pace in accordance with weather and conditions)</li> <li>• application of tactics and ability to keep stroke count and teamwork</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>



## Assessment criteria for sculling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are inconsistent and occasionally completed.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the race.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• Ability to keep to stroke count and to work as part of the crew is ineffective.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing, inconsistent application and multiple errors, with misjudgements.</li> <li>• Position-specific skills and techniques performed basically.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are completed with difficulty/uncompleted.</li> <li>• Basic influence on the performance and motivation of self and others – contribution to team performance.</li> <li>• Rarely communicates during the race and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Ability to keep stroke count and to work as part of the crew is basic and inconsistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Position-specific skills and techniques performed competently.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the race with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Ability to keep stroke count and to work as part of the crew is competent and consistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Good position-specific skills and techniques.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed competitively.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the race, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Ability to keep stroke count and teamwork is good and consistent</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Very good position-specific skills and techniques.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed leading a race/group.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the race with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Ability to keep stroke count and to work as part of the crew is very good, effective and consistent.</li> </ul>

## Squash

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• grip</li> <li>• swing</li> <li>• movement around the court</li> <li>• forehand and backhand drives – straight and cross court</li> <li>• serves – forehand lob and hard-hit; backhand</li> <li>• return of serve</li> <li>• volley drives – forehand, backhand</li> <li>• lob – forehand and backhand</li> <li>• drop shot</li> <li>• boast – forehand and backhand.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• tactical application: use of side walls, angles, switching, length change, deception</li> <li>• appropriate shot selection with length, height, speed and angle</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as the speed of the ball)</li> <li>• demonstrating communication and influence on performance</li> <li>• applying own strategy in competitive play</li> <li>• ability to adapt to the environment and changing circumstances</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for squash

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip</li> <li>• swing</li> <li>• movement around the court</li> <li>• forehand and backhand drives – straight and cross court</li> <li>• serves – forehand lob and hard-hit; backhand</li> <li>• return of serve</li> <li>• volley drives – forehand, backhand</li> <li>• lob – forehand and backhand</li> <li>• drop shot</li> <li>• boast – forehand and backhand.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Little or no consideration of the demands of the situation, leading to inappropriate shot selection.</li> <li>• Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations.</li> <li>• Fails to respond to playing conditions and their impact on the ball, appropriately</li> <li>• Little or no application of appropriate tactical change to the selected shot in response to opponent’s actions.</li> <li>• Unaware of the need to adapt to changes in a competitive situation: repeatedly playing the same, and ineffective, shot to return serve, never capitalising on weaknesses of opponent(s) or responding to an opponent dominating the T.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip</li> <li>• swing</li> <li>• movement around the court</li> <li>• forehand and backhand drives – straight and cross court</li> <li>• serves – forehand lob and hard-hit; backhand</li> <li>• return of serve</li> <li>• volley drives – forehand, backhand</li> <li>• lob – forehand and backhand</li> <li>• drop shot</li> <li>• boast – forehand and backhand.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points</li> <li>• Basic control, fluency and accuracy of technique/skill, with some adaptations to play.</li> <li>• Some attempts to respond to environmental conditions, but with misjudgements.</li> <li>• Applies appropriate tactical changes to the selected shot in response to opponent's actions, but with significant errors.</li> <li>• Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve, capitalising on some of the opponent(s)' weaknesses or responding to an opponent dominating the T.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip</li> <li>• swing</li> <li>• movement around the court</li> <li>• forehand and backhand drives – straight and cross court</li> <li>• serves – forehand lob and hard-hit; backhand</li> <li>• return of serve</li> <li>• volley drives – forehand, backhand</li> <li>• lob – forehand and backhand</li> <li>• drop shot</li> <li>• boast – forehand and backhand.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent</li> <li>• Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors.</li> <li>• Effective responses to playing conditions and their impact on the ball, appropriately, but with misjudgements.</li> <li>• Applies appropriate tactical changes to the selected shot in response to opponents' actions, but with errors.</li> <li>• Some effective, adaptations to make changes in a competitive situation with some success: such as changing the shot played, capitalising on opponent(s)' weaknesses or responding to an opponent dominating the T.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip</li> <li>• swing</li> <li>• movement around the court</li> <li>• forehand and backhand drives – straight and cross court</li> <li>• serves – forehand lob and hard-hit; backhand</li> <li>• return of serve</li> <li>• volley drives – forehand, backhand</li> <li>• lob – forehand and backhand</li> <li>• drop shot</li> <li>• boast – forehand and backhand.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent.</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors.</li> <li>• Effective responses to playing conditions and their impact on the ball, appropriately, with minor misjudgements</li> <li>• Applies appropriate tactical changes effectively to the selected shot in response to opponents' actions but with few errors.</li> <li>• Makes effective adaptations to changes in a competitive situation with regular success: such as changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, and effectively responding to an opponent dominating the T.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip</li> <li>• swing</li> <li>• movement around the court</li> <li>• forehand and backhand drives – straight and cross court</li> <li>• serves – forehand lob and hard-hit; backhand</li> <li>• return of serve</li> <li>• volley drives – forehand, backhand</li> <li>• lob – forehand and backhand</li> <li>• drop shot</li> <li>• boast – forehand and backhand.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Consistently chooses appropriate shot to return the ball and seeks to create openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary.</li> <li>• Effective responses to playing conditions and their impact on the ball.</li> <li>• Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions.</li> <li>• Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the shot played, capitalising on own strengths and opponent(s) weaknesses and responding successfully to an opponent dominating the T.</li> </ul>

## Table Tennis

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand</li> <li>• block.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• tactical application: third ball attacks, variation, deception, in doubles (if offered as a doubles activity)</li> <li>• appropriate shot selection with length, height, speed and angle</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as space around the table)</li> <li>• demonstrating communication and influence on performance</li> <li>• applying own strategy in competitive play</li> <li>• ability to adapt to the environment and changing circumstances</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for table tennis

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand</li> <li>• block.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Little or no consideration of the demands of the situation, leading to inappropriate shot selection</li> <li>• Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations.</li> <li>• Fails to respond to playing conditions and their impact on the ball, appropriately</li> <li>• Limited success when applying a tactical change to selected shot.</li> <li>• Little or no application of appropriate tactical change to the selected shot in response to opponents' actions: repeatedly playing the same, ineffective, shot to return serve and never capitalising on weaknesses of opponent(s).</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand</li> <li>• block.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points.</li> <li>• Basic control, fluency and accuracy of technique/skill, with some adaptations to play.</li> <li>• Attempts responses to playing conditions, such as space around the table, but with many inappropriate decisions.</li> <li>• Variable success when applying a tactical change(s) to the selected shot(s).</li> <li>• Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve and capitalising on some of the opponent(s)' weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand</li> <li>• block.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent.</li> <li>• Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors.</li> <li>• Effective responses to playing conditions and their impact on the ball, appropriately, but with misjudgements.</li> <li>• Successes when applying a tactical change(s) to the selected shot(s), such as choice of serve and return of serve, but with errors.</li> <li>• Some effective adaptations to make changes in a competitive situation with some success: such as changing the shot played and capitalising on opponent(s)' weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand</li> <li>• block.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, winning points with effective shots with less reliance on unforced errors of the opponent.</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors.</li> <li>• Effective responses to playing conditions and their impact on the ball, appropriately, with minor misjudgements.</li> <li>• Applies appropriate tactical changes effectively to the selected shot in response to opponents' actions, with few errors.</li> <li>• Makes effective adaptations to changes in a competitive situation with regular success: changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, and playing tactically, often successfully.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand</li> <li>• block.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Consistently chooses appropriate shot to return the ball and creates openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary.</li> <li>• Effective responses to playing conditions and their impact on the ball.</li> <li>• Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions.</li> <li>• Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, playing tactically, consistently and successfully.</li> </ul>

## Tennis

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• grips and their implementation for different shots</li> <li>• movement around the court</li> <li>• ground shots – forehand and backhand with topspin, slice and flat</li> <li>• serves – flat, slice and top spin</li> <li>• return of serve</li> <li>• volley – forehand, backhand</li> <li>• lob – forehand and backhand, defensive and attacking</li> <li>• drop shot</li> <li>• half volley.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• tactical application: movement pressure, variation, deception, serve and volley</li> <li>• appropriate shot selection with length, height, speed and angle</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as playing surface)</li> <li>• demonstrating communication and influence on performance in doubles (if offered as a doubles activity)</li> <li>• applying own strategy in competitive play</li> <li>• ability to adapt to the environment and changing circumstances</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for tennis

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grips and their implementation for different shots</li> <li>• movement around the court</li> <li>• ground shots – forehand and backhand with topspin, slice and flat</li> <li>• serves – flat, slice and top spin</li> <li>• return of serve</li> <li>• volley – forehand, backhand</li> <li>• lob – forehand and backhand, defensive and attacking</li> <li>• drop shot</li> <li>• lob and half volley.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Little or no consideration of the demands of the situation, leading to inappropriate shot selection.</li> <li>• Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations.</li> <li>• Fails to respond to playing conditions and their impact on the ball, appropriately.</li> <li>• Limited success when applying a tactical change to selected shot.</li> <li>• Little or no application of appropriate tactical change to the selected shot in response to opponent's actions: repeatedly playing the same shot to return serve, never capitalising on weaknesses of opponent(s) or playing tactically in to a deuce situation.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grips and their implementation for different shots</li> <li>• movement around the court</li> <li>• ground shots – forehand and backhand with topspin, slice and flat</li> <li>• serves – flat, slice and top spin</li> <li>• return of serve</li> <li>• volley – forehand, backhand</li> <li>• lob – forehand and backhand, defensive and attacking</li> <li>• drop shot</li> <li>• lob and half volley.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points.</li> <li>• Basic control, fluency and accuracy of technique/skill, with some adaptations to play.</li> <li>• Attempts responses to playing conditions, and their impact on the ball, but with many inappropriate decisions.</li> <li>• Variable success when applying a tactical change(s) to the selected shot(s).</li> <li>• Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve, capitalising on some of the opponent(s)' weaknesses or playing tactically a deuce situation.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grips and their implementation for different shots</li> <li>• movement around the court</li> <li>• ground shots – forehand and backhand with topspin, slice and flat</li> <li>• serves – flat, slice and top spin</li> <li>• return of serve</li> <li>• volley – forehand, backhand</li> <li>• lob – forehand and backhand, defensive and attacking</li> <li>• drop shot</li> <li>• lob and half volley.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent.</li> <li>• Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors.</li> <li>• Effective responses to playing conditions and their impact on the ball, appropriately, but with misjudgements.</li> <li>• Successes when applying a tactical change(s) to the selected shot(s), such as choice of serve and return of serve, but with errors.</li> <li>• Some effective adaptations to make changes in a competitive situation with some success: such as changing the shot played, capitalising on opponent(s)' weaknesses, playing tactically in a deuce situation.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grips and their implementation for different shots</li> <li>• movement around the court</li> <li>• ground shots – forehand and backhand with topspin, slice and flat</li> <li>• serves – flat, slice and top spin</li> <li>• return of serve</li> <li>• volley – forehand, backhand</li> <li>• lob – forehand and backhand, defensive and attacking</li> <li>• drop shot</li> <li>• lob and half volley.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, winning points with effective shots with less reliance on unforced errors of the opponent.</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors.</li> <li>• Effective responses to playing conditions and their impact on the ball, appropriately, with minor misjudgements.</li> <li>• Applies appropriate tactical changes effectively to the selected shot in response to opponent's actions with few errors.</li> <li>• Makes effective adaptations to changes in a competitive situation with regular success: changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, playing tactically, and often successfully, in a deuce situation.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• grips and their implementation for different shots</li> <li>• movement around the court</li> <li>• ground shots – forehand and backhand with topspin, slice and flat</li> <li>• serves – flat, slice and top spin</li> <li>• return of serve</li> <li>• volley – forehand, backhand</li> <li>• lob – forehand and backhand, defensive and attacking</li> <li>• drop shot</li> <li>• lob and half volley.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Consistently chooses appropriate shot to return the ball and creates openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary.</li> <li>• Effective responses to playing conditions and their impact on the ball.</li> <li>• Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponent's actions.</li> <li>• Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, playing tactically, and successfully, in a deuce situation.</li> </ul>

## Volleyball

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• serve - underarm; float; top-spin; jump - float and top-spin; placement - deep, short, target, gap</li> <li>• pass - volley - front, reverse, jump; bump</li> <li>• set - to front and back court hitters, combination attacks</li> <li>• hit - tip - showing deception, placement; spike - direction</li> <li>• dig - one arm; two arm; receiving from a serve; receiving from teammates</li> <li>• block - showing timing, coordination - single block; double block.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (dependent on the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• appropriate technique selection with accuracy, and optimum trajectory and pace</li> <li>• contribution to the application of tactics: block cover</li> <li>• combination attacks, specialist (one or two) setter systems, tip/spike</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing conditions (as the amount of height above the net)</li> <li>• decision making (making correct decision to use appropriate techniques)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>



## Assessment criteria for association volleyball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• accuracy and timing</li> <li>• speed and intensity of movement</li> <li>• co-ordination and focus</li> <li>• frequent errors are made when performing the skills and techniques in isolation</li> <li>• lacks confidence and concentration in performance.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively: inappropriate technique in almost all situations to play the ball frequently causing the breakdown in the rally.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• Fails to respond to playing conditions appropriately, such as the amount of height above the net.</li> <li>• Unaware of the need to adapt to changes in a competitive situation such as being repeatedly blocked at the net or being out of position.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• accuracy and timing in some, but not all aspects of actions</li> <li>• speed and intensity of movement</li> <li>• co-ordination and focus</li> <li>• frequent errors are made when performing the skills and techniques in isolation, with some adaptations being made to counter the situation</li> <li>• demonstrates some confidence and concentration in performance.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically: appropriate shot in most situations to play the ball but struggles with accuracy causing the breakdown in the rally on frequent occasions.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts responses to playing conditions, such as the amount of height above the net, but with many inappropriate decisions</li> <li>• Attempts are made to adapt to changes in a competitive situation with limited success such as occasionally smashing past the block or changing position.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• accuracy and timing in nearly all aspects of actions and movement</li> <li>• speed and intensity of movement</li> <li>• co-ordination and focus</li> <li>• some errors are made when performing the skills and techniques in isolation; attempts to make adaptations to counter the situation</li> <li>• demonstrates some confidence and concentration in performance.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently: appropriate technique shot to play the ball with variable success.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Effective responses to playing conditions, such as space around the court, with misjudgements.</li> <li>• Some effective, adaptations to make changes in a competitive situation with some success such as effective adaptations to changes in a competitive situation such as often moving to be in the position to achieve success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency in relation to the following:</p> <ul style="list-style-type: none"> <li>• accuracy and timing in most aspects of actions and movement</li> <li>• speed and intensity of movement co-ordination and focus</li> <li>• minor errors are made when performing the skills and techniques in isolation, able to make appropriate adaptations to counter the situation</li> <li>• demonstrates a good level of confidence and concentration in performance.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques: appropriate technique to play the ball shot in most situations.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Effective responses to playing conditions, such as the amount of height above the net, with minor misjudgements.</li> <li>• Makes effective adaptations to changes in a competitive situation with regular success such as not being blocked at the net very often and often moving to the optimum position to achieve success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• accuracy and timing in all aspects of actions and movement</li> <li>• speed and intensity of movement</li> <li>• co-ordination and focus</li> <li>• very few errors are made when performing the skills and techniques in isolation; able to make appropriate adaptations to counter any situation</li> <li>• demonstrates a very good level of confidence and concentration in performance.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques: appropriate technique to play the ball in almost every situation.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Effective responses to playing conditions, such as the amount of height above the net.</li> <li>• Makes effective adaptations to changes in a competitive situation with considerable success rarely being blocked at the net and rarely being other than in the optimum position to achieve success.</li> </ul>

## Water Polo

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

Players must participate in conditioned practices and a full-sided competitive game, consisting of 7 players on each team, including the goalkeeper, to meet the criteria for the second column.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <ul style="list-style-type: none"> <li>• eggbeater leg kick</li> <li>• swimming with the ball: pushing the ball forward with shoulders; carrying the ball with one hand</li> <li>• passing: wet pass; dry pass; passing when stationary; passing on the move; scoop pass; high pass</li> <li>• receiving: signalling and preparing a target; one-handed catches; catching when stationary; catching when on the move</li> <li>• shooting: skip shot; corner shot; lob shot; 't' shot; push shot</li> <li>• evasion: losing a player; feinting</li> <li>• defending: intercepting; jockeying; marking; blocking; tackling</li> <li>• goalkeeper skills, if appropriate: positioning; passing – directing/starting attacks; ball handling – catching the ball with one hand or two hands at a variety of heights, punching the ball; blocking; avoiding rebounds; keeping hold of the ball.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• position-specific techniques: knows position/role and where and how to move around pitch, interchanging position to cover, as appropriate to the situation</li> <li>• contribution to open play: transition when to move from defence to attack and vice versa; finding space/occupying space left by teammate; ability to play as part of a team to set up a shot</li> <li>• contribution to set play/moves according to systems of play - maintaining possession, avoiding the defence, creating space, attacking the goal using the 'arc' around the goal, 3-3 or 4-2; defending – regaining possession – defending the goal line and defending space; closing down space to set up attack from defence</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play - application of team tactics when attacking and defending such as full press, ball lane press, player-to-player defence, point drive, half drive; drawing the goalkeeper by taking a fake shot to ensure successful shot at goal; corner throw, goal throw, free throw, penalty</li> </ul>

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	<ul style="list-style-type: none"> <li>• ability to adapt to the environment and changing circumstances - regrouping and reorganising following loss/change of players; playing to strengths and weaknesses of opponents - taking advantage of 6 on 5 and player down situations in attack and defence</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies - not giving away fouls - ordinary, major or personal to disadvantage team</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play - holding, possession of the ball to set up an attacking opportunity</li> <li>• contribution to set play/moves</li> <li>• decision making - positioning and anticipation, avoiding rebounds, blocking</li> <li>• ability to adapt to the environment and changing circumstances - player down</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for water polo

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>eggbeater leg kick: shoulders will be in the water, arms not straight; lacks height out of the water; will be unable to coordinate legs, unable to hold position</li> <li>swimming with the ball: will lack efficiency, pace and control when swimming with the ball at shoulders; unable to swim holding the ball with one hand</li> <li>passing: will not be able to demonstrate a wide range of passes; will lack timing and accuracy</li> <li>receiving: may lose control when catching the ball with one hand; will be slow to move or signal for the ball and prepare a target; will not be able to catch the ball when on the move</li> <li>shooting: range of shots will be limited and lack direction, placement, power and accuracy; mainly unsuccessful outcomes when shooting</li> <li>evasion: will lack speed and efficiency to move away from a player</li> <li>defending: intercepting, jockeying, marking, blocking and tackling will be largely unsuccessful</li> <li>goalkeeper skills, if appropriate: positioning; passing – directing/starting attacks; ball handling – catching the ball with one hand or two hands at a variety of heights, punching the ball; blocking; avoiding rebounds; keeping hold of the ball – inappropriate and incorrect techniques will be attempted and at a slow speed, and almost always result in an unsuccessful outcome.</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Position-specific skills and techniques performed ineffectively – will have limited awareness of role and when and where to move.</li> <li>Skills and techniques performed ineffectively with inaccurate timing, coordination and inconsistent application. Frequent unforced errors.</li> <li>Minimal influence on the performance and motivation of self and others.</li> <li>Limited communication during the game.</li> <li>No awareness and use of environmental conditions to benefit performance.</li> <li>No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• eggbeater leg kick: shoulders will mostly be in the water, unable to hold arms straight for long; lacks height out of the water; knees will not be high and wide, unable to hold position</li> <li>• swimming with the ball: with a little fluency and a basic measure of pace and control when swimming with the ball at shoulders; unable to swim holding the ball with one hand</li> <li>• passing: able to attempt passes with a basic measure of timing and accuracy but with little fluency; successful outcomes are infrequent</li> <li>• receiving: limited movement around the pitch, leading to some appropriate techniques being attempted when catching the ball, but with many unforced errors</li> <li>• shooting: range of shots attempted with few successful outcomes</li> <li>• evasion: performed basically with inaccurate timing and misjudgements</li> <li>• defending: basic attempt at intercepting, jockeying, marking, blocking and tackling, with multiple errors and misjudgements</li> <li>• goalkeeper skills, if appropriate: positioning; passing – directing/starting attacks; ball handling – catching the ball with one hand or two hands at a variety of heights, punching the ball; blocking; avoiding rebounds; keeping hold of the ball – able to maintain an unopposed practice showing basic control over movement, accuracy and direction, but with many unforced errors.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with basic measure of timing and accuracy; inconsistent application and frequent errors and misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• eggbeater leg kick: some attempt to keep shoulders out of the water, attempts to hold arms straight; able to achieve some lift out of the water with some fluency and precision; knees will not be high and wide, attempt to hold position with some control</li> <li>• swimming with the ball: with consistent control and accuracy when swimming with the ball at shoulders; attempts to swim holding the ball with one hand, but with misjudgements</li> <li>• passing: able to attempt passes with consistent timing and accuracy but with some unforced errors</li> <li>• receiving: consistent movement around the pitch with some fluency when catching the ball, but with some unforced errors and misjudgements</li> <li>• shooting: range of shots demonstrated; will have some power, direction, placement and accuracy, but with misjudgements</li> <li>• evasion: will be largely successful, although with unforced errors</li> <li>• defending: intercepting, jockeying, marking, blocking and tackling will be largely successful, although with unforced errors</li> <li>• goalkeeper skills, if appropriate: positioning; passing – directing/starting attacks; ball handling – catching the ball with one hand or two hands at a variety of heights, punching the ball; blocking; avoiding rebounds; keeping hold of the ball – appropriate techniques will be attempted with a mixture of successful outcomes, but with some unforced errors and misjudgements.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques executed competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• eggbeater leg kick: able to keep shoulders out of the water and hold arms straight; able to achieve good lift out of the water with good fluency and precision; able to kick with good precision with knees high and wide, able to hold position</li> <li>• swimming with the ball: will be executed with control and accuracy and at a good pace when swimming with the ball at shoulders; able to swim holding the ball with one hand, with a few minor misjudgements</li> <li>• passing: able to demonstrate a wide range of passes, with passes with good and effective timing and accuracy</li> <li>• receiving: good movement around the pitch with good fluency when catching the ball, with minor errors</li> <li>• shooting: range of shots demonstrated; will have power, direction and accuracy, with few misjudgements</li> <li>• evasion: will be successful, with a few unforced errors</li> <li>• defending: intercepting, jockeying, marking, blocking and tackling will be largely successful, with few unforced errors</li> <li>• goalkeeper skills, if appropriate: positioning; passing – directing/starting attacks; ball handling – catching the ball with one hand or two hands at a variety of heights, punching the ball; blocking; avoiding rebounds; keeping hold of the ball – appropriate techniques will be demonstrated with mainly successful outcomes and few unforced errors.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Range of skills and techniques are executed with good and effective timing and consistency of application, and with few errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• eggbeater leg kick: able to keep shoulders high out of the water and hold arms straight; able to achieve very good lift out of the water with very good fluency and precision; very good rhythmical leg action, able to hold position</li> <li>• swimming with the ball: will be executed with control and accuracy and at a very good pace when swimming with the ball at shoulders; able to swim holding the ball with one hand, with very few errors</li> <li>• passing: able to demonstrate a wide range of passes, with passes with very good and effective timing and accuracy</li> <li>• receiving: very good movement around the pitch with very good fluency when catching the ball, and very few errors</li> <li>• shooting: range of shots demonstrated; will have power, direction and accuracy, largely successful</li> <li>• evasion: will be successful, with very few unforced errors</li> <li>• defending: intercepting, jockeying, marking, blocking and tackling will be successful, with very few unforced errors</li> <li>• goalkeeper skills, if appropriate: positioning; passing – directing/starting attacks; ball handling – catching the ball with one hand or two hands at a variety of heights, punching the ball; blocking; avoiding rebounds; keeping hold of the ball – an extensive range of techniques will be demonstrated with mainly successful outcomes and very few unforced errors.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques. Is able to position themselves effectively.</li> <li>• Extensive range of skills and techniques are executed with very effective timing and accuracy and with appropriate application in almost all situations.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Blind Cricket

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed in <b>two</b> of the three roles: batting, bowling, fielding/keeping wicket.</p> <p>Candidates will be assessed within the classification defined by the World Blind Cricket Council (WBCC), using rules and equipment as described by the WBCC.</p> <ul style="list-style-type: none"> <li>• <b>Batting</b> – grip, stance, footwork, and back lift; defensive shots off front and back foot; drives (off, on, cover), cuts and glances (square, late, leg); pull, hook and sweep; calling, backing up, running between wickets.</li> <li>• <b>Bowling</b> – grip, run-up, delivery, follow-through; line and length; variation in pace/flight for spin bowling; variations in pace and line and length for fast/medium bowling; field placing.</li> <li>• <b>Fielding</b> – stopping and returning; catching close to/away from batsman; throwing to wicket keeper or at the stumps; chasing and returning.</li> <li>• <b>Wicket keeping</b> – positioning (in relation to pitch and type of bowler), stance, receiving ball from bowling/ fielding, catches, stumping and run-outs.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes, in two of the three roles of batting, bowling, fielding/keeping wicket, to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Candidates will be assessed within the classification defined by the World Blind Cricket Council (WBCC), using rules and equipment as described by the WBCC.</p> <ul style="list-style-type: none"> <li>• contribution to open play</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• appropriate decision making to optimise performance</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing conditions (such as the state of the pitch)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for blind cricket

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with inadequate coordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare.</li> <li>• Unable to contribute effectively in net or fielding practices because of frequent errors.</li> <li>• Little or no movement around the pitch or outfield or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent</li> <li>• Able to contribute to net or fielding practices showing basic control over accuracy and direction, but with many errors</li> <li>• Limited movement around the pitch and outfield or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements</li> <li>• Able to demonstrate competent skills in a net or fielding practice showing consistent control and accuracy but with some unforced errors</li> <li>• Appropriate and mostly effective movement around the pitch and outfield leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and precision, but with minor misjudgements.</li> <li>• Able to demonstrate a range of individual skills in a net or fielding practice showing consistent control of the ball and with few unforced errors.</li> <li>• Consistent and fluent movement around the pitch and outfield in order to be able to use appropriate techniques in most situations.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• An extensive range of skills and techniques are executed with very good effective timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball.</li> <li>• Able to demonstrate a full range of individual skills in a net or fielding practice showing consistent control and accuracy, with very few errors.</li> <li>• Effective movement around the pitch and outfield with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Goalball

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court)</li> <li>• listening (awareness of opposition position, ball position)</li> <li>• throws (right and left hand, bowled, rolled, turning)</li> <li>• passing/catching</li> <li>• defending (ready position, block, slide, defensive wall)</li> <li>• movement around court (speed, sound, switch position)</li> <li>• shooting (rotational, bounce, smooth, left-, right-handed).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• contribution to open play (moving, blocking, shooting, variable speed of throw, fast turnover)</li> <li>• demonstration of communication and influence on team performance</li> <li>• contribution to set play/moves, (first ball, taking a penalty)</li> <li>• contribution to strategy and tactics</li> <li>• decision making</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for goalball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court)</li> <li>• listening (awareness of opposition position, ball position)</li> <li>• throws (right and left hand, bowled, rolled, turning)</li> <li>• passing/catching</li> <li>• defending (ready position, block, slide, defensive wall)</li> <li>• movement around court (speed, sound, switch position)</li> <li>• shooting (rotational, bounce, smooth, left-, right-handed).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court)</li> <li>• listening (awareness of opposition position, ball position)</li> <li>• throws (right and left hand, bowled, rolled, turning)</li> <li>• passing/catching</li> <li>• defending (ready position, block, slide, defensive wall)</li> <li>• movement around court (speed, sound, switch position)</li> <li>• shooting (rotational, bounce, smooth, left-, right-handed).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court)</li> <li>• listening (awareness of opposition position, ball position)</li> <li>• throws (right and left hand, bowled, rolled, turning)</li> <li>• passing/catching</li> <li>• defending (ready position, block, slide, defensive wall)</li> <li>• movement around court (speed, sound, switch position)</li> <li>• shooting (rotational, bounce, smooth, left-, right-handed).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court)</li> <li>• listening (awareness of opposition position, ball position)</li> <li>• throws (right and left hand, bowled, rolled, turning)</li> <li>• passing/catching</li> <li>• defending (ready position, block, slide, defensive wall)</li> <li>• movement around court (speed, sound, switch position)</li> <li>• shooting (rotational, bounce, smooth, left-, right-handed).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court)</li> <li>• listening (awareness of opposition position, ball position)</li> <li>• throws (right and left hand, bowled, rolled, turning)</li> <li>• passing/catching</li> <li>• defending (ready position, block, slide, defensive wall)</li> <li>• movement around court (speed, sound, switch position)</li> <li>• shooting (rotational, bounce, smooth, left-, right-handed).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>



## Powerchair Football

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (push, spin)</li> <li>• travelling with the ball (dribbling)</li> <li>• tackling (front, side)</li> <li>• turning with the ball – recycling</li> <li>• striking the ball (shooting)</li> <li>• jockeying</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of chair to shot stop – angles, move across line/off line/down line</li> <li>• dealing with back passes (keeping possession)</li> <li>• one-on-one, attacker v. keeper – denying space</li> <li>• near-post protection.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• restarts – attack/defence</li> <li>• contribution to game – keeping possession, regaining possession, support (attack and defence)</li> <li>• contribution to set play/moves,</li> <li>• contribution to open play: unit formation, specific role – keeping/regaining</li> <li>• demonstrating communication and influence on team performance</li> <li>• decision making</li> <li>• applying the team strategy in open play and set play</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of appropriate physical attributes to benefit the performance (e.g. agility, reflexes)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

### Assessment criteria for power chair football (and wheelchair football)

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (push, spin)</li> <li>• travelling with the ball (dribbling)</li> <li>• tackling (front, side)</li> <li>• turning with the ball – recycling</li> <li>• striking the ball (shooting)</li> <li>• jockeying</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of chair to shot stop – angles, move across line/off line/down line</li> <li>• dealing with back passes (keeping possession)</li> <li>• one-on-one, attacker v. keeper – denying space</li> <li>• near-post protection.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (push, spin)</li> <li>• travelling with the ball (dribbling)</li> <li>• tackling (front, side)</li> <li>• turning with the ball – recycling</li> <li>• striking the ball (shooting)</li> <li>• jockeying</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of chair to shot stop – angles, move across line/off line/down line</li> <li>• dealing with back passes (keeping possession)</li> <li>• one-on-one, attacker v. keeper – denying space</li> <li>• near-post protection.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (push, spin)</li> <li>• travelling with the ball (dribbling)</li> <li>• tackling (front, side)</li> <li>• turning with the ball – recycling</li> <li>• striking the ball (shooting)</li> <li>• jockeying</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of chair to shot stop – angles, move across line/off line/down line</li> <li>• dealing with back passes (keeping possession)</li> <li>• one-on-one, attacker v. keeper – denying space</li> <li>• near-post protection.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (push, spin)</li> <li>• travelling with the ball (dribbling)</li> <li>• tackling (front, side)</li> <li>• turning with the ball – recycling</li> <li>• striking the ball (shooting)</li> <li>• jockeying</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of chair to shot stop – angles, move across line/off line/down line</li> <li>• dealing with back passes (keeping possession)</li> <li>• one-on-one, attacker v. keeper – denying space</li> <li>• near-post protection.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Outfield:</p> <ul style="list-style-type: none"> <li>• passing (push, spin)</li> <li>• travelling with the ball (dribbling)</li> <li>• tackling (front, side)</li> <li>• turning with the ball – recycling</li> <li>• striking the ball (shooting)</li> <li>• jockeying</li> </ul> <p>OR</p> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• use of chair to shot stop – angles, move across line/off line/down line</li> <li>• dealing with back passes (keeping possession)</li> <li>• one-on-one, attacker v. keeper – denying space</li> <li>• near-post protection.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Table Cricket

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed in any <b>two</b> of the following roles: batting, bowling and fielding. The terms used for the range of skills/techniques below allow for the use of the full range of permitted assistive devices and/or assistants.</p> <p>Candidates will be assessed within one of the three profile classes for Table Cricket (see: <a href="http://www.ntu.ac.uk/adapted_sports">http://www.ntu.ac.uk/adapted_sports</a>)</p> <p>Batting:</p> <ul style="list-style-type: none"> <li>• Grip and ready position</li> <li>• Holding still until the ball has reached them</li> <li>• Pushing the ball (not hitting) with accuracy</li> <li>• Controlling the individual batting action</li> </ul> <p>Bowling:</p> <ul style="list-style-type: none"> <li>• Aligning the launcher</li> <li>• Placing the ball on the launcher</li> <li>• Releasing the ball</li> </ul> <p>Fielding (including the active fielder role):</p> <ul style="list-style-type: none"> <li>• Support the bowler</li> <li>• Tactically aware of where they should place themselves around the table (in discussion with the bowler)</li> <li>• Intercepting the ball (active panel fielders only).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes, in any two of the roles: batting, bowling, fielding, to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Candidates will be assessed within one of the three profile classes for Table Cricket (see: <a href="http://www.ntu.ac.uk/adapted_sports">http://www.ntu.ac.uk/adapted_sports</a>)</p> <p>They will be assessed in <b>two</b> roles: batting, bowling and fielding</p> <p>The terms used for the range of skills/techniques below allow for the use of the full range of permitted assistive devices and/or assistants.</p> <p>Batting:</p> <ul style="list-style-type: none"> <li>• Playing the most productive stroke</li> <li>• Reacting differently to different bowls</li> <li>• Tactical awareness: use of side panels, variation of stroke</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p>Bowling:</p> <ul style="list-style-type: none"> <li>• Varying the ball delivery in response to batters' weaker areas</li> <li>• Directing fielders</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	<p>Fielding (including the active fielder role):</p> <ul style="list-style-type: none"> <li>• Tactically aware of how the batters respond to certain balls</li> <li>• Tactically aware of how the bowler is delivering the ball</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul> <p>Competitive tactics:</p> <p>Taking into account a range of factors that impact on success of the team such as fielder rotation, strengths and weaknesses of opponents, and playing conditions.</p>



## Assessment criteria for table cricket

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with inadequate coordination, inaccurate timing, positioning and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare.</li> <li>• Inconsistent and ineffective impact on the preparation for performance; unable to contribute effectively in bowling, batting or fielding practices because of frequent errors.</li> <li>• Little or no preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses ineffective technique resulting in no runs being scored/losing wickets/failing to take wickets, thereby relying on unforced errors of the opponent to score runs.</li> <li>• Inappropriate and inconsistent control, fluency and/or accuracy of technique/skill, with no adaptations as necessary. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are very rare.</li> <li>• Ineffective attempts to respond to playing conditions appropriately.</li> <li>• Ineffective application of tactical change(s), for example when repeatedly mis-placing the fielders.</li> <li>• Unaware of the need to adapt to changes in a competitive situation; such as changes to fielding positions.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with basic measure of timing, positioning and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent.</li> <li>• Some basic impact on the preparation for performance; able to contribute to bowling, batting or fielding practices showing some control over accuracy and direction, but with many errors.</li> <li>• Limited placing and preparation to execute a skill leading to appropriate basic techniques being attempted, but often with a lack of accuracy.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate technique in most situations allowing the opposition an advantage on frequent occasions thereby winning some runs with effective strokes as well as relying on unforced errors of the opponent to score runs.</li> <li>• Appropriate basic control, fluency and/or accuracy of technique/skill, but with some errors and little adaptations as necessary to changing pattern of play. Skills will be attempted from a balanced position, but with little dexterity; successful outcomes are infrequent.</li> <li>• Attempts responses to playing conditions, but with many inappropriate decisions.</li> <li>• Variable success when applying a tactical change(s), for example sometimes setting the right field, but with many errors.</li> <li>• Attempts are made to adapt to changes in a competitive situation; such as changes to fielding positions, capitalising on some of the opposing team's weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are competently executed with effective timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some dexterity and precision, but with misjudgements.</li> <li>• Competent impact on the preparation for performance; able to demonstrate skills in a practice situation showing consistent control and accuracy but with some unforced errors.</li> <li>• Appropriate and mostly effective placing and preparation leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate technique to play the ball in most situations, seeks to score runs/ take wickets but with variable success thereby enabling own team to gain an some advantage, but with variable success.</li> <li>• Appropriate control, dexterity and/or accuracy of technique/skill, with some adaptations as necessary to changing pattern of play. Skills will be executed from a balanced position, with some dexterity and precision, but with misjudgements.</li> <li>• Effective responses to playing conditions, but with misjudgements.</li> <li>• Successes when applying a tactical change(s), for example successfully setting the fielders, but with misjudgements.</li> <li>• Some effective, adaptations to make changes in a competitive situation with such as changing fielding positions, capitalising on some of the opposing team's weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• A range of skills and techniques are executed with good and effective timing and accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with dexterity and with precision, but with minor misjudgements.</li> <li>• Good and effective impact on the preparation for performance; able to demonstrate a range of individual skills in practice situation showing consistent control of the ball and with few unforced errors.</li> <li>• Consistent effective placing and preparation leading to appropriate techniques being attempted in most situations.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate technique in most situations thereby score runs/take wickets enabling own team to gain an advantage</li> <li>• Appropriate good control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. Skills will be executed from a balanced position, with dexterity and with precision, with minor misjudgements thereby winning runs with effective strokes and little reliance on unforced errors of the opposing team</li> <li>• Effective responses to playing conditions, with minor misjudgements</li> <li>• Successes when applying a tactical change(s) to the selected shot(s), for example successfully setting the fielding positions, with few errors</li> <li>• Makes effective adaptations to changes in a competitive situation with regular success, such as changing fielding positions, capitalising on own team's strengths and the opposing team's weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• An extensive range of skills and techniques are executed with very good timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball.</li> <li>• Very good and effective impact on the preparation for performance; able to demonstrate a full range of individual skills in a net or fielding practice showing consistent control and accuracy, with very few errors.</li> <li>• Consistent effective placing and preparation leading to the most appropriate technique, almost without exception.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses optimum technique in almost every situation thereby enabling own team to gain an advantage.</li> <li>• Appropriate and consistent control, fluency and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. Skills will be executed from a balanced position and with precise control of the ball.</li> <li>• Very good and effective responses to playing conditions.</li> <li>• Consistent successes when applying a tactical change(s) to the selected shot(s), for example successfully setting the fielding positions to get the opposition out as quickly as possible.</li> <li>• Makes effective adaptations to changes in a competitive situation with considerable success; such as changing fielding positions, capitalising on own team's strengths and the opposing team's weaknesses.</li> </ul>

## Wheelchair Basketball

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> <li>• passing and receiving – chest, feed off, hand off, bounce, overhead, hook</li> <li>• shooting – lay-up, set, free, hook</li> <li>• dribbling – two pushes one bounce, continuous</li> <li>• rebounding and boxing out</li> <li>• chair control.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• application in competitive game situation: fast break, give and go, 1 v. 1, attack and defence, man to man and zone defence, pick and roll, re-starts (out of bounds), motion and zone offence, pick-back</li> <li>• appropriate technique selection with accuracy, and optimum trajectory and pace</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing circumstances (such as quicker moving opposition).</li> <li>• contribution to set plays</li> <li>• decision making</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for wheelchair basketball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with inadequate coordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare.</li> <li>• Unable to contribute effectively in an unopposed practice because of frequent unforced errors.</li> <li>• Little or no movement around the court or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent.</li> <li>• Able to maintain an unopposed practice showing basic control over accuracy and direction, but with many unforced errors.</li> <li>• Limited movement around the court or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements.</li> <li>• Able to demonstrate competent skills in an unopposed practice situation showing consistent control and accuracy but with some unforced errors.</li> <li>• Appropriate and mostly effective movement around the court leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and with precision, but with minor misjudgements.</li> <li>• Able to demonstrate a range of individual skills in an unopposed practice showing consistent control of the ball and with few unforced errors.</li> <li>• Consistent and fluent movement around the court in order to be able to use appropriate techniques in most situations.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• An extensive range of skills and techniques are executed with very effective timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball.</li> <li>• Able to demonstrate a full range of individual skills in an unopposed practice showing consistent control and accuracy, with very few unforced errors.</li> <li>• Effective movement around the court with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Wheelchair Rugby

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (e.g. one handed, on move)</li> <li>• ball pick ups</li> <li>• pick and roll – offence/defence</li> <li>• turning</li> <li>• catching</li> <li>• chair control</li> <li>• moving with the ball – evasion.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• passing (e.g. one handed, on move)</li> <li>• handling (e.g. offloads)</li> <li>• catching (e.g. from pass)</li> <li>• tackling</li> <li>• evasion</li> <li>• interceptions</li> <li>• contribution to open play (e.g. creating space, passing under pressure – attack and defence)</li> <li>• contribution to unit development and communication</li> <li>• contribution to set play/moves (e.g. corner inbound positioning, side inbound positioning – attack and defence)</li> <li>• contribution to the overall success of the team in the game (e.g. chair positioning, passing lane, screening)</li> <li>• demonstration of communication</li> <li>• contribution to strategy and tactics (e.g. using the pile for defence, using the pile to break the press)</li> <li>• application of team strategy – open play/set play</li> <li>• play should follow the relevant national governing body/authority’s rules and regulations</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for wheelchair rugby

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (e.g.one handed, on move)</li> <li>• ball pick ups</li> <li>• pick and roll – offence/defence</li> <li>• turning</li> <li>• catching</li> <li>• chair control</li> <li>• moving with the ball – evasion.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (e.g. one handed, on move)</li> <li>• ball pick ups</li> <li>• pick and roll – offence/defence</li> <li>• turning</li> <li>• catching</li> <li>• chair control</li> <li>• moving with the ball – evasion.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control, and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (e.g. one handed, on move)</li> <li>• ball pick ups</li> <li>• pick and roll – offence/defence</li> <li>• turning</li> <li>• catching</li> <li>• chair control</li> <li>• moving with the ball – evasion.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (e.g. one handed, on move)</li> <li>• ball pick ups</li> <li>• pick and roll – offence/defence</li> <li>• turning</li> <li>• catching</li> <li>• chair control</li> <li>• moving with the ball – evasion.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (e.g. one handed, on move)</li> <li>• ball pick ups</li> <li>• pick and roll – offence/defence</li> <li>• turning</li> <li>• catching</li> <li>• chair control</li> <li>• moving with the ball – evasion.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>



### 3 Individual activities

## Amateur Boxing

Students must adhere to the England Boxing guidelines, e.g. in relation to the use of headguards, and be supervised by someone with specialist experience in this area.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality demonstrated of their stance (orthodox or southpaw) and guard, footwork, attack and defence in isolated/unopposed practice e.g. working on the bag or speedball.</p> <p><b>Skills/techniques:</b></p> <ul style="list-style-type: none"> <li>• stance and guard</li> <li>• footwork.</li> </ul> <p><b>Attack:</b></p> <ul style="list-style-type: none"> <li>• using straight punches, with either hand, to the target area</li> <li>• against straight punches to the body target.</li> </ul> <p><b>Defences:</b></p> <ul style="list-style-type: none"> <li>• against straight punches to the head target.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p><b>Tactical awareness:</b></p> <ul style="list-style-type: none"> <li>• boxing skills to be used against opponent and adapted according to their physique and style.</li> <li>• use of correct technique to benefit the performance (e.g. strength, endurance, speed, agility, flexibility, coordination)</li> <li>• ability to avoid being hit</li> <li>• ability to dominate opponent and exploiting opponent's weaknesses</li> <li>• ability to pace self during a conditioned/formal/competitive situation</li> <li>• taking into account external factors, e.g. crowd, actions of opponent</li> <li>• use of appropriate psychological control</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for amateur boxing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p><b>Stance and guard:</b> basic shape of stance, guard attempted but appears awkward.</p> <p><b>Footwork:</b> poor footwork with poor balance and coordination and sometimes the feet cross.</p> <p><b>Attack:</b> unable to control hands when punching in attack, e.g. hands not returning to the starting position, lacks accuracy and power.</p> <p><b>Defence:</b> ineffective use of the hands and unable to use the trunk. Loses/poor balance in defence and attack and poor guard when attempting to defend.</p>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Stance and guard:</b> ineffective shape of stance, guard attempted but appears awkward.</p> <p><b>Footwork:</b> poor footwork with poor balance and coordination and sometimes the feet cross.</p> <p><b>Attack:</b> unable to control hands when punching in attack, e.g. hands not returning to the starting position, lacks accuracy and power. Unable to see or anticipate openings and respond quickly to opponents moves either in attack or defence. Punching is ineffective: lacks power and accuracy.</p> <p><b>Defence:</b> ineffective use of the hands and unable to use the trunk well to dodge/duck to avoid punches. Loses/poor balance in defence and attack, and ineffective guard. Does not anticipate opponent's moves and gets caught with a variety of punches.</p>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p><b>Stance and guard:</b> demonstrate stance and guard showing a suitable distance between the feet with a flexed front knee and a bent rear leg. Can demonstrate a high guard with palms facing each other, and looking through the gloves.</p> <p><b>Footwork:</b> attempts to move backwards and forward but loses base. Limited coordination using feet and hands to punch. Not able to correct mistakes with footwork.</p> <p><b>Attack:</b> uses basic rotation in a stationary position to hit the target area using either hand. Ability to attack from a stationary position by sliding the front foot forward to assist the lead hand.</p> <p><b>Defence:</b> stationary ability to guard with hands and trunk. Able also to demonstrate feet (moving) defences from a stationary position, e.g. step back with the rear foot when attacked with a lead hand.</p>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Stance and guard:</b> demonstrate basic shape in stance and guard showing a suitable distance between the feet with a flexed front knee and a bent rear leg. Can demonstrate a high guard with palms facing each other, and looking through the gloves but appears awkward under pressure.</p> <p><b>Footwork:</b> unable to attack from a solid and firm base, will lack balance and coordinated footwork and their punching will lack power and coordination.</p> <p><b>Attack:</b> during competitive situation, basic ability to choose the appropriate punch, they may be off balance and lack the speed and accuracy to reach the target area and outwit their opponent.</p> <p><b>Defence:</b> during the competitive situation they will show basic ability to slip punches, read their opponents tactics and use their footwork and hands to slip to quickly avoid their opponent's punches.</p>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p><b>Stance and guard:</b> base aided by rear foot being off-set pointing in the same and correct direction. Guard aided by elbows resting on the torso, rear hand guarding the chin. Trunk aligned with feet, with lead shoulder pointing forward.</p> <p><b>Footwork:</b> able to attack and retreat maintaining balanced base and guard. Uses short sliding steps moving the same distance with the feet. Feet coordinated with the hands when punching</p> <p><b>Attack:</b> able to use the lead hand to attack and defend. Competently hits the target area, using single and combination punches whilst stationary and on the move. Able to use the trunk and feet to demonstrate power source. Demonstrates control of timing and distance with straight punches to the target area. Able to vary power of punching. Demonstrates switch attack.</p> <p><b>Defence:</b> able to defend using arms, trunk and feet on the move.</p>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Stance and guard:</b> base aided by rear foot being off-set pointing in the same and correct direction. Guard aided by elbows resting on the torso, rear hand guarding the chin. Trunk aligned with feet, with lead shoulder pointing forward.</p> <p><b>Footwork:</b> able to attack and retreat maintaining balanced base and guard. Uses short sliding steps moving the same distance with the feet. Feet coordinated with the hands when punching.</p> <p><b>Attack:</b> able to use the lead hand to attack and defend. Competently hits the target area, using single and combination punches whilst stationary and on the move. Able to use the trunk and feet to demonstrate power source. Demonstrates control of timing and distance with straight punches to the target area. Able to vary power of punching. Demonstrates switch attack.</p> <p><b>Defence:</b> able to defend using arms, trunk and feet on the move.</p>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p><b>Stance and guard:</b> uses the correct guard to fit the stance, e.g. orthodox or southpaw. Guard relaxed, chin down and lead hand off-set.</p> <p><b>Footwork:</b> relaxed movement of the feet and showing their ability to move and punch in all directions demonstrating a variety of shots, e.g. straight punches, hooks, uppercuts, whilst maintaining base and guard. Can change direction without loss of upper body balance.</p> <p><b>Attack:</b> able to change punching tempo. Demonstrates some combination punching and tactical work, e.g. how they would move their opponent with the use of feet and hands and boxing a taller opponent.</p> <p><b>Defence:</b> demonstrates range of defensive skills by showing how they would select the correct defensive skill to use in a given situation, e.g. parrying the lead hand of an opponent with a longer reach.</p>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Stance and guard:</b> uses the correct guard to fit the stance e.g. orthodox or southpaw. Guard relaxed, chin down and lead hand off-set. Can block and parry punches thrown by their opponent to good effect.</p> <p><b>Footwork:</b> relaxed movement of the feet and showing their ability to move and punch in all directions demonstrating a variety of shots, e.g. straight punches, hooks, uppercuts, landing some solid blows whilst maintaining base and guard. Can change direction without loss of upper body balance.</p> <p><b>Attack:</b> able to change punching tempo. Demonstrates some combination punching and tactical work, e.g. how they would move their opponent with the use of feet and hands and boxing a taller opponent. Beginning to show more power in their punching.</p> <p><b>Defence:</b> demonstrate during in a competitive situation a range of defensive skills by selecting and using the correct defensive skill, determined by the opponent, e.g. parrying the lead hand of an opponent with a longer reach.</p>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p><b>Stance and guard:</b> with bodyweight correctly distributed on the balls of the feet, gloves closed but not clenched. Hands held on the correct power line.</p> <p><b>Footwork:</b> demonstrates ability to change speed in defence and in attack, using the feet. Maintains body balance at all times.</p> <p><b>Attack:</b> demonstrates on the bag or speedball how to use feints to outthink and deceive their opponent. Uses hands and feet in phased and powerful combination attacks.</p> <p><b>Defence:</b> when working on the bag and on the ball can demonstrate anticipation skills using single punch counters and counter attacks using either hand. Maintains good defence at all times.</p>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Stance and guard:</b> with bodyweight correctly distributed on the balls of the feet, gloves closed but not clenched. Hands held on the correct power line.</p> <p><b>Footwork:</b> demonstrates the ability to change speed in defence and in attack, using the feet. Maintains body balance at all times. Reacts quickly to opponent’s moves, showing good attacking and defensive movement.</p> <p><b>Attack:</b> able to use feints to outthink and deceive the opponent. Uses hands and feet in phased and powerful combination attacks showing a variety of punches and combinations, e.g. straight/jab, hooks, uppercuts. Demonstrates ring control using hands and feet to judge distance.</p> <p><b>Defence:</b> demonstrates slipping punches, parry, blocks, bob and weave, counter punching anticipation skills using single punch counters and counter attacks using either hand. Maintains good defence at all times.</p>

## Athletics – Field Events

Candidates will be assessed on **one** athletic event only. Height (high jump, pole jump), length (long jump, triple jump, javelin) and weight (shot putt, hammer, discus) of candidates in field events are as specified by the English Schools' Athletics Association ([www.esaa.net/v2/handbook/tfrules.php](http://www.esaa.net/v2/handbook/tfrules.php)).

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p>Candidates will be assessed on the skills listed below when performed in isolation or unopposed practice, for <b>one</b> of the following field events:</p> <p>The <b>one</b> field event can be selected from:</p> <ul style="list-style-type: none"> <li>• High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus.</li> </ul> <p><b>Jump:</b> high, pole, long or triple.</p> <ul style="list-style-type: none"> <li>• run-up</li> <li>• take-off</li> <li>• flight</li> <li>• landing.</li> </ul> <p><b>OR</b></p> <p><b>Throw:</b> shot putt, javelin, hammer or discus.</p> <ul style="list-style-type: none"> <li>• initial stance</li> <li>• grip</li> <li>• preparation</li> <li>• movement</li> <li>• release</li> <li>• recovery.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes in for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations.</p> <p>Candidates should consider and apply the following:</p> <ul style="list-style-type: none"> <li>• select the most appropriate techniques and tactics relevant for their field event</li> <li>• adjust run-ups, take-offs and/or throwing technique to maximise performance based on feedback and past experience</li> <li>• take account of external factors, e.g. weather, crowd, deciding entry points, starting heights/lengths, techniques</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for athletics - field events

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, as appropriate to the chosen field event:</p> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• <b>Run-up:</b> lacks speed, conviction and rhythm. Ineffective shape and posture.</li> <li>• <b>Take-off:</b> lacks preparation, attack and lift. May take off on wrong foot.</li> <li>• <b>Flight – vertical jumps:</b> poor technique over the bar, may drop hips in Fosbury, may look more like scissors.</li> <li>• <b>Flight – long jump:</b> no idea of hang or other chosen technique in flight, lacks height.</li> <li>• <b>Flight – triple jump:</b> no rhythm or coordination between the hop, step, jump phases, no noticeable step and runs out of speed in the jump.</li> <li>• <b>Landing – vertical jumps:</b> lands on wrong part of the body and facing wrong direction.</li> <li>• <b>Landing – horizontal jumps:</b> no leg shoot, legs may be underneath on landing. Balance is backwards.</li> </ul> <p><b>Throws</b></p> <ul style="list-style-type: none"> <li>• Initial stance will be ineffective.</li> <li>• <b>Grip:</b> incorrect grip. May use standing throw.</li> <li>• <b>Preparation:</b> may over-prepare, e.g. with discus swings, or show no preparation.</li> <li>• <b>Movement:</b> little or ineffective preparation.</li> <li>• <b>Release:</b> incorrect or poor angle and point of release with inaccurate timing.</li> </ul>	1	1-5	<p>Demonstrates an <b>ineffective</b> level of performance of skills, techniques and decision making, with little or no precision, control and fluency, as appropriate to the chosen field event, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with little, or no, accurate timing or consistent application.</li> <li>• Consistently ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics.</li> <li>• Limited ability to influence the performance and motivation of self.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, as appropriate to the chosen field event:</p> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• <b>Run-up:</b> shows some attack on approach and an elementary idea of setting out the run-up.</li> <li>• <b>Run-up – horizontal:</b> shows hesitation before the board, no board awareness.</li> <li>• <b>Take-off:</b> lacks speed and attack. May take-off too close to or too far away from the bar, may hesitate.</li> <li>• <b>Flight – vertical jumps:</b> shows some technique, using Fosbury, but is not used to aid bar clearance.</li> <li>• <b>Flight – long jump:</b> some simple form of technique may emerge.</li> <li>• <b>Flight – triple jump:</b> the three phases may not be well spaced, probably lacking in the step phase. Lacks rhythm.</li> <li>• <b>Landing – vertical jumps:</b> may not land on the correct part of the body and the jump still resembles a scissors jump.</li> <li>• <b>Landing – horizontal jumps:</b> lacking in leg shoot. Falls back due to lack of body control and speed.</li> </ul> <p><b>Throws</b></p> <ul style="list-style-type: none"> <li>• <b>Grip:</b> basic grip for chosen throw. Reasonably effective standing throw.</li> <li>• <b>Preparation:</b> may not get into the correct position, for example 'T' position in shot, straight leg or position of shot in neck.</li> <li>• <b>Movement:</b> e.g. basic turns in discus and hammer.</li> <li>• <b>Release:</b> may finish incorrectly, poor balance.</li> </ul>	2	6-10	<p>Demonstrates a <b>basic</b> level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen field event, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgments.</li> <li>• Inconsistent and ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics.</li> <li>• Basic influence on the performance and motivation of self.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, as appropriate to the chosen field event:</p> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• <b>Run-up – vertical:</b> correct shape on approach, tall posture and natural leaning away from the bar, with correct rhythm and/or sprint.</li> <li>• <b>Run-up – horizontal:</b> competent speed on the approach with sufficient sprinting action.</li> <li>• <b>Take-off – vertical:</b> shows some attack. The leading leg shows some drive upwards, assisted by the leading arm.</li> <li>• <b>Take-off – horizontal:</b> shows some attack but may still lack the lift due to lack of technique. Improved board awareness.</li> <li>• <b>Flight – vertical:</b> lay out position (bar clearance) shows increased arch in the back (with hips pushed up).</li> <li>• <b>Flight – long jump:</b> some idea of technique, e.g. the hang, may start to appear, can hold body tall in the air.</li> <li>• <b>Flight – triple jump:</b> may lack rhythm and distribution in phasing (reaches between phases). May run out of speed in the jump.</li> <li>• <b>Landing – vertical jumps:</b> may land on correct part of the body but facing the direction of run-up rather than the bar.</li> <li>• <b>Landing – horizontal jumps:</b> attempts to get the legs forward of the body assisted by more speed.</li> </ul> <p><b>Throws</b></p> <ul style="list-style-type: none"> <li>• <b>Grip:</b> uses correct grip for chosen event.</li> <li>• <b>Preparation:</b> achieves a better position, e.g. bend of the leg in shot.</li> <li>• <b>Movement:</b> competent travel and trunk position, but may lack speed, e.g. across shot circle.</li> <li>• <b>Release:</b> competent throw but may arrive in the wrong position, e.g. standing up in the shot. May lack drive from the leg.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of performance of skills, techniques and decision making, with some precision, control and fluency, as appropriate to the chosen field event, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, but with many errors.</li> <li>• Sometimes able to influence the performance and motivation of self.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, as appropriate to the chosen field event:</p> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• <b>Run-up – vertical:</b> accurate and shows good rhythm with increased speed into the bar.</li> <li>• <b>Run-up – horizontal:</b> fast, powerful approach with good sprinting action, does not slow excessively prior to the board.</li> <li>• <b>Take-off:</b> good attack, and correct position in relation to the bar. Keeps body upright when driving up. Transfers speed into attack and lift, good board awareness, drives the free knee forwards and up.</li> <li>• <b>Flight – vertical jumps:</b> leading arm rises high over the bar and flight is controlled. Hips are pushed upwards aiding bar clearance.</li> <li>• <b>Flight – long jump:</b> good technique, holds a good upright posture.</li> <li>• <b>Flight – triple jump:</b> phasing includes step contributing more to the complete jump, shows equal phases with no visible reaching.</li> <li>• <b>Landing – vertical jumps:</b> lands on correct part of the body, correct position on the bed.</li> <li>• <b>Landing – horizontal jumps:</b> leg shoot beginning to appear, landing with soft controlled landing and forward/sideways body momentum.</li> </ul> <p><b>Throws</b></p> <ul style="list-style-type: none"> <li>• <b>Grip:</b> correct grip appropriate to event.</li> <li>• <b>Preparation:</b> good position, balanced, relaxed and controlled.</li> <li>• <b>Movement:</b> shows some speed and aggression in the run-up, turn or glide/step back.</li> <li>• <b>Release:</b> shows good drive to achieve good angle.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of performance of skills, techniques and decision making, with good precision, control and fluency, as appropriate to the chosen field event, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques, with mainly accurate timing and consistency of application, but with errors and misjudgements.</li> <li>• Good but inconsistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, with minor errors.</li> <li>• Often able to effectively influence the performance and motivation of self, but with minor misjudgements.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen field event:</p> <p><b>Jumps</b></p> <ul style="list-style-type: none"> <li>• <b>Run-up – vertical:</b> correct shape, very good rhythm and aggression. Run-up is correctly marked out.</li> <li>• <b>Run-up: horizontal:</b> fast and aggressive, with very good sprinting action.</li> <li>• <b>Take-off – vertical:</b> very good triple extension (of the hip, knee and ankle), the leading leg drives vigorously, assisted by leading arm. Correct position in relation to the bar.</li> <li>• <b>Take-off – horizontal:</b> speed transferred into very good lift, shows triple extension (of the hip, knee and ankle). Consistently good board awareness and accuracy.</li> <li>• <b>Flight – vertical jumps:</b> very good shape in flight, hips pushed up to aid bar clearance, legs raised.</li> <li>• <b>Flight – long jump:</b> good height, correct technique, little forward rotation.</li> <li>• <b>Flight – triple jump:</b> three phases well-spaced with very good use of the arms, thigh lift and drive off the ground, good triple extension. Very good rhythm and clearly defined step phase.</li> <li>• <b>Landing – vertical jumps:</b> lands well on correct part of body and facing back towards the bar.</li> <li>• <b>Landing – horizontal jumps:</b> good leg shoot and sink to complete the jump, body weight travels forward or sideways when landing.</li> </ul> <p><b>Throws</b></p> <ul style="list-style-type: none"> <li>• <b>Grip:</b> correct grip appropriate to event.</li> <li>• <b>Preparation:</b> correct, well balanced, relaxed and controlled.</li> <li>• <b>Movement:</b> very good rhythm and timing, e.g. slow build-up, fast finish, correct feet movement and placement.</li> <li>• <b>Release:</b> reaches front of the circle in correct delivery position. Throwing arm left behind until the last moment (except hammer), hip driving into powerful release, made at the correct angle.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of performance of skills, techniques and decision making, with very good precision, control and fluency, as appropriate to the chosen field event, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Very good and consistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, with few errors.</li> <li>• Consistently able to effectively influence the performance and motivation of self.</li> </ul>

## Athletics – Track Events

Candidates will be assessed on **one** athletic event only. Distance (sprints, middle distance, hurdles) of candidates in track events are as specified by the English Schools' Athletics Association ([www.esaa.net/v2/handbook/tfrules.php](http://www.esaa.net/v2/handbook/tfrules.php)).

Cross-country running is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p>Candidates will be assessed on the skills listed below when performed in isolation/unopposed practice, for <b>one</b> of the track events below.</p> <p>The <b>one</b> track event can be selected from:</p> <ul style="list-style-type: none"> <li>• <b>Track sprints:</b> 100 m, 200 m, 300 m (girls), 400 m (boys)</li> <li>• <b>Track middle distance:</b> 800 m, 1500 m</li> <li>• <b>Track long distance:</b> 3000 m, 5000 m, 1500 m steeplechase</li> <li>• <b>Track hurdles:</b> 80 m (girls), 100 m (boys), 300 m (girls), 400 m (boys)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <b>Cross-country running:</b> this should take place on an off-road course of varied terrain, including inclines and undulations – <b>not</b> on a track. The course distances must be 5000 m – 6000 m for boys and 3500 m – 4000 m for girls.</li> </ul> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• starts</li> <li>• posture</li> <li>• pacing</li> <li>• leg and arm action</li> <li>• coordination of legs and arms</li> <li>• stride pattern.</li> </ul> <p>Additional skills/techniques, if being assessed in cross country:</p> <ul style="list-style-type: none"> <li>• climbing and descending hills</li> <li>• running on different surfaces</li> <li>• negotiating tight turns.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations. This <b>must</b> include competing against suitably challenging opponents in a school, club, or higher competitive event.</p> <p>Candidates should consider and apply the following:</p> <ul style="list-style-type: none"> <li>• select the most appropriate techniques and tactics relevant for their track event or cross-country event</li> <li>• adapt chosen techniques to maximise performance based on feedback and past experience</li> <li>• take account of external factors, e.g. weather, crowd, competitors, in race</li> <li>• apply pace judgement</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>



## Assessment criteria for athletics - track events

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, as appropriate to the chosen track event:</p> <ul style="list-style-type: none"> <li>• <b>Starts:</b> ineffective start position. May come upright too soon.</li> <li>• <b>Sprints – posture:</b> poor head carriage and tight in shoulders, poor use of arm action.</li> <li>• <b>Hurdling (sprint hurdles):</b> ineffective rhythm between hurdles, can only clear low height obstacles.</li> <li>• <b>800 m, 1500 m, 3000 m, steeplechase:</b> no pace judgement or tactical awareness. Uneconomical style that becomes worse as the race progresses</li> <li>• <b>Cross-country running:</b> poor level of fitness; no pace judgement or tactical awareness; uneconomical style of arm and leg action; no stride pattern; poor technique on hills.</li> </ul>	1	1-5	<p>Demonstrates an <b>ineffective</b> level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen track or cross-country event, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application and multiple errors, with misjudgements at the start, during and at the end of the race.</li> <li>• Consistently ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics against opponents to gain advantage.</li> <li>• Ineffective influence on the performance and motivation of self – lacks determination.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, as appropriate to the chosen track event:</p> <ul style="list-style-type: none"> <li>• <b>Starts:</b> basic level of start position, but head may be too high or hips too high or low in set.</li> <li>• <b>Sprints – posture:</b> head may lack stability with tight shoulders, lacking drive from arms, legs with low knee lift.</li> <li>• <b>Hurdling (sprint hurdles):</b> some rhythm between hurdles, basic reaches between hurdles, can only clear medium-height obstacles.</li> <li>• <b>800 m, 1500 m, 3000 m, steeplechase:</b> some pace judgement but little tactical awareness. A more economical style throughout.</li> <li>• <b>Cross-country running:</b> lacks fitness, and the ability to run strongly over the distance, particularly up hills, and/or towards the finish; has some pace judgement but lacks tactical awareness. A more economical style of arm and leg action is maintained.</li> </ul>	2	6–10	<p>Demonstrates a <b>basic</b> level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen track or cross-country event, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements at the start, during and at the end of the race.</li> <li>• Inconsistent and ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics against opponents to gain advantage.</li> <li>• Basic influence on the performance and motivation of self – unable to maintain focus, drive and determination during the race.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, as appropriate to the chosen track event:</p> <ul style="list-style-type: none"> <li>• <b>Starts:</b> consistently competent start position but with some errors.</li> <li>• <b>Sprints – posture:</b> stable head action and loose in shoulders, arms drive in good line, leg drive more apparent with competent knee lift.</li> <li>• <b>Hurdling (sprint hurdles):</b> competent rhythm between hurdles, can lead with preferred lead leg, can clear standard-height hurdles.</li> <li>• <b>800 m, 1500 m, 3000 m, steeplechase:</b> able to judge pace accurately; economical style is apparent, but becomes less so towards end of race.</li> <li>• <b>Cross-country running:</b> appropriate level of fitness to be able to complete the distance, can climb hills efficiently and descend with some confidence, able to judge pace accurately. Able to use economical style of arm and leg action, although may deteriorate at certain points of the course.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of performance of skills, techniques and decision making, with some precision, control and fluency, as appropriate to the chosen track or cross-country event, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors at certain points of the race, such as the start, during or at the end of the race.</li> <li>• Some impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, against opponents but with many errors.</li> <li>• Sometimes able to influence the performance and motivation of self – shows determination at some parts of the race, although not always maintained.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, as appropriate to the chosen track event:</p> <ul style="list-style-type: none"> <li>• <b>Starts:</b> sprint start shows a good pick-up with gradual body rise.</li> <li>• <b>Sprints – posture:</b> good and maintained for most/all of the race, relaxed shoulders and good arm drive and knee lift.</li> <li>• <b>Hurdling (sprint hurdles):</b> good rhythm and speed between hurdles, can lead with either leg, can clear standard-height hurdles.</li> <li>• <b>800 m, 1500 m, 3000 m, steeplechase:</b> good pace judgement with economical style throughout. Begins to show tactics suitable to ability.</li> <li>• <b>Cross-country running:</b> good level of fitness, good pace judgement; able to maintain a fluent and economical style of arm and leg action throughout. Demonstrates good control when climbing and descending and running over a variety of underfoot conditions. Maintains speed in tight turns and other difficult sections of the course. Begins to show tactics suitable to ability at all stages of the race.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of performance of skills, techniques and decision making, with good precision, control and fluency, as appropriate to the chosen track or cross-country event, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques, with mainly accurate timing and consistency of application, but with errors and misjudgements at some points in the race, such as at the end.</li> <li>• Good but inconsistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics against opponents with some success but with minor errors.</li> <li>• Often able to effectively influence the performance and motivation of self, - uses determination to gain advantage but with minor misjudgements.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen track event:</p> <ul style="list-style-type: none"> <li>• <b>Starts:</b> fast reactions and pushes both feet at the start, keeping low and gradually rising.</li> <li>• <b>Sprints – posture:</b> very good knee lift appropriate to the event, powerful leg drive apparent, very good technique on the bend, as appropriate.</li> <li>• <b>Hurdling (sprint hurdles):</b> consistently very good rhythm and speed between hurdles, shows a dynamic lead leg and short lateral trail leg, can clear standard-height hurdles at sprints between the hurdles.</li> <li>• <b>800 m, 1500 m, 3000 m, steeplechase:</b> very good technique over full distance. Shows pace judgement by hitting certain markers in specified times, shows tactics, and ability to compete when racing others.</li> <li>• <b>Cross-country running:</b> very good level of fitness; very good technique when climbing and descending hills and over the full distance. Runs fluently in all conditions and shows very good pace judgement, able to increase it as appropriate; shows tactics and ability to cope with different terrain and obstacles.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of performance of skills, techniques and decision making, with very good precision, control and fluency, as appropriate to the chosen track or cross-country event, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements throughout the race.</li> <li>• Very good and consistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, against opponents with consistent level of success and with few errors.</li> <li>• Consistently able to effectively influence the performance and motivation of self, - uses focus, drive and determination throughout.</li> </ul>

## BMX Cycling

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE. The assessment of this activity will be in the form of **racing** on off-road tracks only.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any four of the skills listed below when performed in isolation or unopposed practice, when track cycling:            'Bike' means a fixed wheel track bike.</p> <ul style="list-style-type: none"> <li>• starting to ride from a start hill – standing start, starting from side of track</li> <li>• manuals – lifting wheels</li> <li>• bunny hops</li> <li>• seated wheelies</li> <li>• changes in speed – acceleration</li> <li>• braking – in a straight line, feathering</li> <li>• cornering – riding a berm</li> <li>• jumps – table top, flat jumps, pro set, gap</li> <li>• BMX slalom</li> <li>• BMX slide</li> <li>• pumping – riding a section of the track without pedalling.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• Sprint racing against others on a purpose-built off-road single-lap race track – including motos.</li> <li>• Application of skills and techniques in conjunction with physical fitness of the rider to benefit own performance.</li> <li>• Influence on the performance and motivation of self – shows focus, determination and self-control in relation to situation; ability to make others react to a situation under pressure.</li> <li>• Application of appropriate strategies and tactics – in a sustained head-to-head sprint with elimination rounds that require tactical planning; when to remain seated or standing to maximise pace and minimise energy expenditure; planning route lines to gain advantage.</li> <li>• Ability to adapt to the environment and changing circumstances (e.g. weather, track conditions, competitor's actions, adjusting pace, use of correct tyres).</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies; ability to compete safely and ensure that the safety of others is not compromised by own performance.</li> </ul>

## Assessment criteria for BMX cycling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Unable to ride a starting hill – pushes off with the wrong foot, starts from the seat.</li> <li>• Manuals – will lack balance to lift the wheels, will not lean back far enough to lift wheels.</li> <li>• Rides with some balance but wobbles when performing the jumps, including bunny hops.</li> <li>• Speed of riding inconsistent and inappropriately changes</li> <li>• Braking – able to brake in a straight line but unable to feather when braking.</li> <li>• May lose control when cornering, riding a berm.</li> <li>• Will lack technical precision to complete pumping action.</li> <li>• May not be able to complete BMX slalom.</li> <li>• Will lack technical precision when completing BMX slide.</li> </ul>	1	1–5	<p>Demonstrates an <b>ineffective</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application – ineffective speed and strength used to get around the course; does not know how to maximise pace and minimise energy expenditure by remaining seated or standing, as appropriate.</li> <li>• Minimal influence on the performance and motivation of self – shows little focus, aggression, determination.</li> <li>• No awareness and use of environmental conditions to benefit performance – unable to predict changes in speed and track conditions.</li> <li>• No clear evidence of tactical changes, when seen they are ineffective and inconsistent in response to the opposition’s actions; does not know how to select speed and ensure control of the bike; does not use downhill recovery time effectively; does not select best lines for route.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents, no awareness of rivals – rides with head down.</li> <li>• No awareness of health and safety guidelines, taking into consideration appropriate risk management strategies.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Has difficulty when riding a starting hill – may push off with correct foot, but will lack power and technique to get up the hill.</li> <li>• Manuals – will lack balance to lift the wheels up high, will not lean back far enough to lift wheels.</li> <li>• Rides with some balance but wobbles when performing the jumps, including bunny hops.</li> <li>• Able to maintain effort/speed for a short period of time but there may be sudden and inappropriate fluctuations in speed; little effective use of seated or standing sprint.</li> <li>• Braking – able to brake in a straight line but unable to feather when braking without stopping.</li> <li>• May lose control when cornering and riding a berm as will not lean low enough to complete corner.</li> <li>• Will lack technical precision to complete pumping action – may attempt the action but will resort to pedalling.</li> <li>• Completes BMX slalom slowly.</li> <li>• Will lack technical precision when completing BMX slide – resulting in a skid.</li> </ul>	2	6–10	<p>Demonstrates a <b>basic</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements – basic speed and strength used to get around the course; inconsistent use of technique in the seat to maximise pace and minimise energy expenditure when sitting or standing.</li> <li>• Basic influence on the performance and motivation of self – shows little focus, aggression, determination.</li> <li>• Attempts to respond to environmental conditions to benefit performance but without success – understands the impact of changes of speed and track conditions but with little success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to opposition's actions – tends to follow other riders and react to their actions with minimal understanding and application of appropriate skills and techniques. Attempts to select best lines for route but with minimal success.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. Poor pace judgement will lead to less than optimal performance. Ability to adjust performance is inconsistent.</li> <li>• Basic awareness of health and safety guidelines, taking into consideration appropriate risk management strategies.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Able to ride a starting hill – pushes off with the correct foot, starts from standing position.</li> <li>• Manuals – will have some balance to lift the wheels, will lean back far enough to lift wheels low from the ground.</li> <li>• Rides with some balance and height when performing the jumps, including bunny hops.</li> <li>• Maintains a consistent effort/speed for a short period of time from a mainly seated position.</li> <li>• Braking – able to brake in a straight line; will attempt feathering although may have to stop.</li> <li>• Will have some control when cornering, riding a berm.</li> <li>• Will have some technical precision to complete pumping action.</li> <li>• Will be able to complete BMX slalom with some control and speed.</li> <li>• Will have some technical precision when completing BMX slide without skidding although may be performed at a slow pace.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed competently with some accurate timing and consistent application but with errors – attempts to use speed and strength to get around the course but may not be able to sustain effort; some consistent use of technique in the seat to maximise pace and minimise energy expenditure when sitting or standing.</li> <li>• Some influence on the performance and motivation of self – shows some focus, aggression, determination.</li> <li>• Attempts to respond to environmental conditions to benefit performance but with little success – able to predict changes in speed and track conditions but unable to adjust performance accordingly, with only limited success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to opposition's actions. Competent attempts to select best lines for route with some success.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> <li>• Some awareness of health and safety guidelines, taking into consideration appropriate risk management strategies.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Able to ride a starting hill – pushes off with the correct foot, starts from standing position and with speed.</li> <li>• Manuals – will have good balance to lift the wheels; will lean back far enough to lift wheels high from the ground, although may not be able to maintain lift for very long.</li> <li>• Rides with good balance and height when performing the jumps, including bunny hops in quick succession.</li> <li>• Maintains a consistent effort/speed and able to use this to maximise performance. Able to sprint from seating or standing.</li> <li>• Braking – able to brake in a straight line; able to feather the brakes while maintaining speed and control.</li> <li>• Will have good control and speed when cornering, riding a berm.</li> <li>• Will have good technical precision to complete pumping action.</li> <li>• Will be able to complete BMX slalom with good control and speed.</li> <li>• Will have good technical precision when completing BMX slide, without skidding.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Good range of skills and techniques with mostly accurate timing and consistency of application but with minor errors and misjudgements – able to use speed and strength to get around the course; good technique in the seat to maximise pace and minimise energy expenditure when sitting or standing.</li> <li>• Often able to influence effectively the performance and motivation of self, but with minor misjudgements – most of the time shows good focus, aggression, determination.</li> <li>• Responds to environmental conditions to benefit performance with some success – predicts and anticipates changes in speed and track conditions and is able to adjust performance accordingly, with some success.</li> <li>• Tactical changes are effective and consistent but in response to opposition's actions. Good skills used to select best lines for route with some success, but minor misjudgements.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> <li>• Good awareness of health and safety guidelines, taking into consideration appropriate risk management strategies.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Able to ride a starting hill – pushes off with the correct foot, starts from standing position and with speed and momentum to quickly get to the top.</li> <li>• Manuals – will have very good balance to lift the wheels, will lean back far enough to lift wheels high from the ground and for a good length of time.</li> <li>• Rides with very good balance and height when performing the jumps, including bunny hops in quick succession and with height; will be able to show the more advanced jumps.</li> <li>• Sprint with very good effect. Clear differential in speed that is achieved quickly. Able to sprint from seating or standing.</li> <li>• Braking – able to brake in a straight line at speed; able to feather the brakes while maintaining speed and control.</li> <li>• Will have very good control and speed when cornering, riding a berm, carrying speed out of the corner.</li> <li>• Will have very good technical precision to complete pumping action confidently and effectively.</li> <li>• Will be able to complete BMX slalom with very good control and speed.</li> <li>• Will have very good technical precision when completing BMX slide</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques with accurate timing and consistency of application, with few if any errors and misjudgements – able to use speed and strength to quickly get around the course; very good technique in the seat to maximise pace and minimise energy expenditure when sitting or standing.</li> <li>• Consistently able to influence effectively the performance and motivation of self – shows very good focus, aggression, determination throughout the race.</li> <li>• Responds effectively to environmental conditions to benefit performance with success – effectively and consistently predicts and anticipates changes in speed and track conditions and is able to adjust performance accordingly, with considerable success.</li> <li>• Applies tactical changes effectively and consistently in response to opposition's actions, with few if any misjudgements. Very good skills used to select best lines for route with considerable success.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> <li>• Very good awareness of health and safety guidelines, taking into consideration appropriate risk management strategies.</li> </ul>

## Canoeing

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation/unopposed practice in solo or tandem:</p> <ul style="list-style-type: none"> <li>• Assisted lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning – both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways – both static and whilst moving</li> <li>• Self-rescue (assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive or journey situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• journeying on flat, moving and/or white water</li> <li>• take account of external factors: e.g. weather, water conditions, crowd, competitors in race</li> <li>• apply pace judgement</li> <li>• ability to adapt to changing circumstances, e.g. environment, opposition</li> <li>• decision making</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for canoeing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Assisted lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning – both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways – both static and whilst moving</li> <li>• Self-rescue (assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• Journeying is inconsistent and occasionally completed.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Assisted lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning – both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways – both static and whilst moving</li> <li>• Self-rescue (assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Journeying is completed with difficulty/uncompleted.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Assisted lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning – both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways – both static and whilst moving</li> <li>• Self-rescue (assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Journeying is completed with some successes but may require additional support.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Assisted lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning – both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways – both static and whilst moving</li> <li>• Self-rescue (assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Journeying is completed proficiently</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Assisted lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning – both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways – both static and whilst moving</li> <li>• Self-rescue (assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Journeying is completed and undertaken safely and proficiently.</li> </ul>

## Track Cycling

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice, when track cycling:            'Bike' means a fixed wheel track bike.</p> <ul style="list-style-type: none"> <li>• preparation to ride</li> <li>• ensure correct bike fit</li> <li>• the mount, start and acceleration of a bike, stop and dismounting of a fixed wheel bike</li> <li>• starting to ride, acceleration and maintenance of speed</li> <li>• slowing down, stopping and dismounting</li> <li>• use of rollers to prepare for an event</li> <li>• riding at very slow speeds</li> <li>• holding a line</li> <li>• sprinting</li> <li>• climbing – in and out of the saddle.</li> <li>• riding in a group riding at the front of a group</li> <li>• moving off the front of a group</li> <li>• movement within a group</li> <li>• change overs when pursuing</li> <li>• riding on and use of the banking</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• <b>Track sprinting</b> may include: flying 200 m; match sprint; 500 m sprint; Keirin; time trial 300 m.</li> <li>• <b>Track endurance</b> may include: individual pursuit – 2km (female), 3km (male); kilo; points race; scratch race; elimination race.</li> <li>• ability to compete safely and ensure that the safety of others is not compromised by their own performance, e.g. holding a line when sprinting</li> <li>• application of the rules of track racing for each event entered</li> <li>• application of appropriate strategies in conjunction with the physical fitness of the rider</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, track conditions, competitor's actions, adjusting pace)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for track cycling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Unable to ride on the rollers.</li> <li>• Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in There will be head dropping as they search for the pedal.</li> <li>• Rides with some balance but wobbles when riding slow and lacks confidence to go fast/sprint.</li> <li>• Speed of riding is constantly changing.</li> <li>• Able to ride in a line but with 2 or 3 bike lengths between the next rider.</li> <li>• Riding on and use of the banking – can ride between the white and blue lines.</li> </ul>	1	1-5	<p>Demonstrates a <b>limited</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Inefficient pedalling leads to inappropriate cadence for banking</li> <li>• Limited ability to change speed through pedalling cadence</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the race.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> <li>• No concept of pace judgement for race distance</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Attempts to ride on the rollers but is unable to sustain balance for any length of time.</li> <li>• Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in. There will be head dropping as they search for the pedal.</li> <li>• Rides with some balance but wobbles when riding slow and lacks the confidence to go fast/sprint.</li> <li>• Able to maintain effort/speed for a short period of time but there may be quite sudden fluctuations in speed.</li> <li>• Able to ride on the red and blue lines.</li> <li>• Cadence is very variable and often leads to unnecessary standing.</li> <li>• Climbing is uneconomical and fatigued</li> <li>• Descending is quite hesitant at times, with the rider braking for much of the descent.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Inconsistent pedalling leads to erratic cadence for banking</li> <li>• Basic ability to change speed through pedalling cadence</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the race and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success</li> <li>• Poor pace judgement, when required, will lead to a less than optimal race performance.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>Starting on the rollers may require assistance, but has competent balance.</li> <li>Able to start competently from a support (side/rear support) and a one-legged upright stance.</li> <li>Able to ride with good balance at medium speeds, but wobbling at lower speeds.</li> <li>Maintains a consistent effort/speed for a short period of time.</li> <li>Able to accelerate to fast speed seated or standing, but some lateral movement. Can accelerate from a banking, rolling lower position or when stationary</li> <li>Riding in a group – pursuit change overs: allows their effort to drop immediately on moving off the front. Lacks the speed to raise optimally up banking and so drop down a little late</li> <li>Can ride on the banking competently</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Appropriate pedalling speed leads to suitable cadence for banking but inconsistent at times</li> <li>Some ability demonstrated to change speed through pedalling cadence</li> <li>Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>Some influence on the performance and motivation of self and others.</li> <li>Some communication during the race with some impact, but inconsistent in places.</li> <li>Attempts to respond to environmental conditions, but with little success.</li> <li>Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> <li>Ability to differentiate the demands of the different races, be they sprint or endurance based, and able to apply competent and appropriate tactics with increasing success, i.e. using the banking for a flying 200 m sprint or to attack at the end of a scratch race, attacking on a hill or out of a bend.</li> <li>Pacing is evident, where appropriate, however tactics and strategies within a race may actually still be quite limited.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Good balance on the rollers and can carry out skills, such as drinking and one-handed riding. One-legged drills may require support when clipping/unclipping.</li> <li>• Able to ride with good balance at low speeds, coming to a stop.</li> <li>• Stationary track standing is not possible but can come to a near halt.</li> <li>• Maintain a consistent effort/speed and able to ride within and at the front of a group.</li> <li>• Able to sprint from seated or standing, and hold a consistent line, but there may be a slight swing on initial acceleration. The sprint can be delivered from a banking, rolling lower position or from stationary.</li> <li>• Sprints with good effect</li> <li>• Optimum cadence achieved with good and seated drive.</li> <li>• Pursuit change overs; carries out quick and effective change overs. Speed is carried up the banking and maintained as they drop towards the hub of the rear wheel of the rider to be followed, there may be a slight gap between the student and the rider now in front</li> <li>• Rides confidently on banking at most speeds although is most confident when holding a line on the bank and when riding at speed</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Pedalling speed leads to suitable cadence for banking with only minor misjudgements</li> <li>• Consistent ability to change speed through pedalling cadence</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the race, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> <li>• Has good strategic awareness of the different events within their preferred area of disciplines and rides the different events with these in mind.</li> <li>• Good awareness of their own strengths and performs well within the different events in order to utilise this optimally</li> <li>• Pacing is evident for the majority of an event, where appropriate, with tactics and strategies appropriate in the majority of races</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>Starting on the rollers is performed quickly and without assistance. Able to clip and unclip while on the rollers and also to drink and ride without hands.</li> <li>One legged drills are carried out effectively and demonstrate a very smooth technique on both legs.</li> <li>Able to ride with very good balance at low speeds, almost coming to a stop. Track standing is possible although the time that it can be sustained will vary</li> <li>Able to sprint from seated or standing, holds a consistent line.</li> <li>Sprints with very good effect.</li> <li>Optimum cadence is quickly achieved through a powerful acceleration phase and supported by an effective seated drive.</li> <li>Pursuit change overs: carries out excellent change overs, very quick and effective. Speed is carried up the banking and maintained as the rider drops towards the hub of the rear wheel of the rider to be followed. There is no gap between the student and the rider now in front</li> <li>Able to use the banking to great effect, being confident to move up and down and to use it to a strategic advantage to slow down and to gain momentum for an attack</li> <li>Able to ride confidently on the banking at most speeds although is most confident when holding a line on the bank and when riding at speed</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Pedalling speed leads to suitable cadence for banking consistently and effectively</li> <li>Consistent and effective ability to change speed through pedalling cadence</li> <li>Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>Consistently able to effectively influence the performance and motivation of self and others.</li> <li>Consistent communication during the race with effective impact, with few, if any, misjudgements.</li> <li>Responds effectively to environmental conditions.</li> <li>Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> <li>Awareness of the strengths and weaknesses of opponents and uses this information to maximise success.</li> <li>Able to perform comfortably at a very good level of competition without any loss of technique.</li> <li>Pacing is evident throughout an event, where appropriate, with tactics and strategies appropriate and effective in almost every race</li> </ul>

## Road Cycling

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice, when road cycling:            'Bike' means either: road race legal racing bike or a fixed wheel track bike.</p> <ul style="list-style-type: none"> <li>• preparation to ride</li> <li>• ensure correct bike fit</li> <li>• starting to ride, acceleration and maintenance of speed</li> <li>• slowing down, stopping and dismounting</li> <li>• use of rollers to prepare for an event</li> <li>• riding at very slow speeds</li> <li>• holding a line</li> <li>• sprinting</li> <li>• climbing – in and out of the saddle.</li> <li>• descending</li> <li>• cornering</li> <li>• use of gears</li> <li>• riding in a group</li> <li>• riding at the front of a group</li> <li>• moving off the front of a group</li> <li>• movement within a group</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. Evidence should be demonstrated in a competitive road race or time trial over a distance of no less than 10 miles, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• ability to compete safely and ensure that the safety of others is not compromised by their own performance, e.g. holding a line when sprinting</li> <li>• application of the rules of road racing for each event entered</li> <li>• application of appropriate strategies in conjunction with the physical fitness of the rider</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, competitor's actions, adjusting pace)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>



## Assessment criteria for road cycling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Unable to ride on the rollers.</li> <li>• Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in There will be head dropping as they search for the pedal.</li> <li>• Rides with some balance but wobbles when riding slow and lacks confidence to go fast/sprint.</li> <li>• Speed of riding is constantly changing.</li> <li>• Able to ride in a line but with 2 or 3 bike lengths between the next rider.</li> <li>• Incorrect gears used and they are rarely changed.</li> <li>• Cornering is undertaken nervously and often with the wrong leg raised.</li> </ul>	1	1-5	<p>Demonstrates a <b>limited</b> level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation:</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the race.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> <li>• Unable to ride in a group</li> <li>• Does not understand, nor has the necessary skills, for drafting</li> <li>• Unable to predict changes in speed and terrain</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Attempts to ride on the rollers but is unable to sustain balance for any length of time.</li> <li>• Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in. There will be head dropping as they search for the pedal.</li> <li>• Rides with some balance but wobbles when riding slow and lacks the confidence to go fast/sprint.</li> <li>• Able to maintain effort/speed for a short period of time but there may be quite sudden fluctuations in speed.</li> <li>• Gear selection made but may be taken late.</li> <li>• Cadence is very variable and often leads to unnecessary standing.</li> <li>• Cornering is performed with the correct leg raised but the line into and out of a corner will not always be the optimum.</li> <li>• Climbing is uneconomical and fatigued, with gear selection not optimal to help the climb.</li> <li>• Descending is quite hesitant at times with the rider braking for much of the descent.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the race and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. Poor pace judgement will lead to a less than optimal race performance.</li> <li>• Inconsistent skills required to ride in a group</li> <li>• Understands the concept of drafting but skills to do so are inconsistent</li> <li>• Understands the impact of changes of speed and terrain on racing but ability to adjust performance is inconsistent</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>Starting on the rollers may require assistance, but has competent balance.</li> <li>Able to start competently from a support (side/rear support) and a one legged upright stance.</li> <li>Able to ride with good balance at medium speeds, but wobbling at lower speeds.</li> <li>Maintains a consistent effort/speed for a short period of time.</li> <li>Correct gear selected often to maintain a consistent cadence.</li> <li>Cornering with the correct leg raised and a competent entry and efficient exit line.</li> <li>Climbing with competent and effective use of gears however there is still a tendency to work too hard too early in the climb.</li> <li>Descending is undertaken competently although breaking is often heavy and late.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>Some influence on the performance and motivation of self and others.</li> <li>Some communication during the race with some impact, but inconsistent in places.</li> <li>Attempts to respond to environmental conditions, but with little success.</li> <li>Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</li> <li>Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> <li>Ability to differentiate the demands of the different races, be they sprint or endurance based, and able to apply competent and appropriate tactics with increasing success, for example, attacking on a hill or out of a bend.</li> <li>A more efficient application of pacing is evident, however tactics and strategies within a race may actually still be quite limited.</li> <li>Competent skills when required to ride in a group</li> <li>Competent drafting skills in order to cover potential breakaways and sprint finishes</li> <li>Predicts changes in speed and terrain and attempts to adjust performance accordingly with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Good balance on the rollers and can carry out skills, such as drinking and one-handed riding. One legged drills may require support when clipping/unclipping.</li> <li>• Able to ride with good balance at low speeds, coming to a stop.</li> <li>• Maintain a consistent effort/speed and able to ride within and at the front of a group.</li> <li>• Clear differential in speed when sprinting, achieved relatively quickly and within a limited number of strokes.</li> <li>• Optimum cadence achieved with good and seated drive.</li> <li>• Gear selection is very good and often effective.</li> <li>• Cornering is performed well with a good degree of speed carried out of the corner.</li> <li>• Climbing is effective, good gear choice and pace judgement.</li> <li>• Descending is undertaken confidently and at speed.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the race, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> <li>• Has good strategic awareness of the different events within their preferred area of disciplines and rides the different events with these in mind.</li> <li>• Good awareness of their own strengths and performs well within the different events in order to utilise this optimally.</li> <li>• Good skills when required to ride in a group.</li> <li>• Good drafting skills and consistent ability to anticipate and then cover potential breakaways and sprint finishes</li> <li>• Predicts and anticipates changes in speed and terrain and is consistently able to adjust performance accordingly with consistent success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>Starting on the rollers is performed quickly and without assistance. Able to clip and unclip while on the rollers and also to drink and ride without hands.</li> <li>One legged drills are carried out effectively and demonstrate a very smooth technique on both legs.</li> <li>Able to sprint from seated or standing, holds a consistent line.</li> <li>Sprint with very good effect. Clear differential in speed that is achieved quickly and within a limited number of strokes.</li> <li>Optimum cadence is quickly achieved through a powerful acceleration phase and supported by an effective seated drive.</li> <li>Gear selection is very effective and helps a consistent cadence when riding on the flats or when climbing.</li> <li>Cornering is performed very well with a good entry and exit line leading to carrying speed out of the corner.</li> <li>Climbing is very effective.</li> <li>Descending is smooth, quick and safe and carried out at speed.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>Consistently able to effectively influence the performance and motivation of self and others.</li> <li>Consistent communication during the race with effective impact, with few, if any, misjudgements.</li> <li>Responds effectively to environmental conditions.</li> <li>Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</li> <li>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> <li>Awareness of the strengths and weaknesses of opponents and uses this information to maximise success.</li> <li>Able to perform comfortably at a very good level of competition without any loss of technique.</li> <li>Very good skills when required to ride in a group</li> <li>Very good drafting skills and consistent and effective ability to anticipate and then cover potential breakaways and sprint finishes with considerable success.</li> <li>Able to consistently and effectively predicts and anticipate changes in speed and terrain; able to adjust performance efficiently and with considerable success.</li> </ul>

## Diving

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality of their dive based on the skills listed below when performed in isolation/unopposed practice:</p> <p><b>Skill area:</b> candidates will be assessed on individual skills in body positions, dive groups and degree of difficulty.</p> <p>See specific criteria for the number of dives to be performed.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• approach</li> <li>• take-off</li> <li>• elevation</li> <li>• execution</li> <li>• entry.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul> <p><b>Skills:</b> approach, take-off, elevation, execution, entry</p> <p><b>Dive Groups:</b></p> <p>All the positions are placed into the following six different groups: Forward, Backward, Reverse, Inward, Twisting, Armstand.</p> <p><b>Degree of Difficulty:</b></p> <p>Each dive has its own degree of difficulty. This will be based on</p> <ul style="list-style-type: none"> <li>• the number of somersaults performed</li> <li>• position in which the dive is performed (tuck, pike, straight, free)</li> <li>• number of twists performed</li> <li>• approach of the dive (forward, back, reverse, inward, armstand)</li> <li>• the level from which the dive is performed (1-metre, 3-metre, etc.)</li> <li>• type of entry (natural vs unnatural).</li> </ul>

## Assessment criteria for diving

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following.</p> <p>Candidates should attempt <b>one</b> dive.</p> <p>The entry into the water is sometimes clean. The student can perform this dive either with feet-first entry or head first and they demonstrate the appropriate arm or feet positioning to accompany this.</p> <p>The dive should meet the following, as appropriate to the chosen dive:</p> <ul style="list-style-type: none"> <li>• Seated position at the end of the board.</li> <li>• Tight tuck position, hands mid-shin position.</li> <li>• Control of tuck in the roll, sharp kick out.</li> <li>• Clear pike position shown, body bent lower than 90 degrees.</li> <li>• Arms straight next to ears with hands grabbed at the start.</li> <li>• Legs straight with heel lift to start.</li> <li>• Clear control of flight body extended to straight position for entry.</li> <li>• There may be splash on entry into the water.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>To perform three dives.</p> <p>The dive will usually be attempted from the 1 metre board.</p> <p>The dives lack tension.</p> <p>The dive should, where appropriate, meet the following:</p> <ul style="list-style-type: none"> <li>• Seated position at the end of the board.</li> <li>• Tight tuck position, hands mid-shin position.</li> <li>• Control of tuck in the roll, sharp kick out.</li> <li>• Clear pike position shown, body bent lower than 90 degrees.</li> <li>• Arms straight next to ears with hands grabbed at the start.</li> <li>• Legs straight with heel lift to start.</li> <li>• Clear control of flight body extended to straight position for entry.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following.</p> <p>Candidates should attempt <b>one</b> dive.</p> <p>The entry into the water is usually clean. The dive is controlled and shows tension, though in the entry some over/under rotation may occur due to attempting a more difficult dive tariff.</p> <p>The dive should meet the following, as appropriate to the chosen dive:</p> <ul style="list-style-type: none"> <li>• Basic posture at the start of the dive.</li> <li>• Strong push with good height.</li> <li>• Safe distance from poolside.</li> <li>• Toes pointed and straight body on entry.</li> <li>• Clear, tight tuck position.</li> <li>• Fast and complete kick outs.</li> <li>• Clear pike position shown.</li> <li>• Legs straight in the pike position and bent at the hips.</li> <li>• There may be splash on entry into the water.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>To perform <b>three</b> dives.</p> <p>Dives will largely be attempted from the 1-metre board, but may also use the 3-metre board.</p> <p>The dive should, where appropriate, meet the following:</p> <ul style="list-style-type: none"> <li>• Basic posture at the start of the dive.</li> <li>• Strong push with good height.</li> <li>• Safe distance from poolside.</li> <li>• Toes pointed and straight body on entry.</li> <li>• Clear, tight tuck position.</li> <li>• Fast and complete kick outs.</li> <li>• Clear pike position shown.</li> <li>• Legs straight in the pike position and bent at the hips.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following.</p> <p>Candidates should attempt <b>two</b> dives.</p> <p>All dives should meet the following, as appropriate to the chosen dives:</p> <ul style="list-style-type: none"> <li>• Good posture at the start of the dive.</li> <li>• Strong push with good height.</li> <li>• Arms swing as legs push off.</li> <li>• Safe distance from poolside.</li> <li>• Toes pointed and straight body on entry.</li> <li>• Clear, tight tuck position.</li> <li>• Fast and complete kick outs.</li> <li>• Controlled flight, look back for water.</li> <li>• Clear pike position shown.</li> <li>• Legs straight in the pike position and bent at the hips.</li> <li>• Controlled flight, look back for water.</li> <li>• There will be little splash on entry into the water.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>To perform <b>three</b> dives.</p> <p>Dives will mainly be attempted from the 3-metre board, but may also use the 5-metre board.</p> <p>The dives should, where appropriate, meet the following:</p> <ul style="list-style-type: none"> <li>• Good posture at the start of the dive.</li> <li>• Strong push with good height.</li> <li>• Arms swing as legs push off.</li> <li>• Safe distance from poolside.</li> <li>• Toes pointed and straight body on entry.</li> <li>• Clear, tight tuck position.</li> <li>• Fast and complete kick outs.</li> <li>• Controlled flight, look back for water.</li> <li>• Clear pike position shown.</li> <li>• Legs straight in the pike position and bent at the hips.</li> <li>• Controlled flight, look back for water.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Candidates should attempt <b>three</b> dives.</p> <p>All dives should meet the following, as appropriate to the chosen dives:</p> <ul style="list-style-type: none"> <li>• Good posture at the start of the dive.</li> <li>• Strong push with good height.</li> <li>• Arms swing as legs push off.</li> <li>• Safe distance from poolside.</li> <li>• Controlled flight, straight body with arms by side on entry.</li> <li>• Clear, tight tuck position.</li> <li>• Fast and complete kick outs.</li> <li>• Clear pike position shown.</li> <li>• Legs straight in and bent at the hips.</li> <li>• Entry will be ripped, with no splash.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>To perform <b>three</b> dives.</p> <p>Dives may be attempted from the 3- or 5-metre board.</p> <p>The dive should, where appropriate, meet the following.</p> <ul style="list-style-type: none"> <li>• Good posture at the start of the dive.</li> <li>• Strong push with good height.</li> <li>• Arms swing as legs push off.</li> <li>• Safe distance from poolside.</li> <li>• Controlled flight, straight body with arms by side on entry.</li> <li>• Clear, tight tuck position.</li> <li>• Fast and complete kick outs.</li> <li>• Clear pike position shown.</li> <li>• Legs straight in and bent at the hips.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Candidates should attempt <b>three</b> dives.</p> <p>All dives should meet the following:</p> <ul style="list-style-type: none"> <li>• Can perform all the body positions and dive groups.</li> <li>• Shows confidence when delivering the simple moves and very good style and control in combined moves.</li> <li>• The more difficult combinations are controlled and show tension, entry is generally clean when attempting a more difficult dive tariff.</li> <li>• The combination moves display height, style, control and confidence.</li> <li>• Entry will be ripped, with no splash.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>To perform <b>three</b> dives.</p> <p>Dives may be attempted from the 3-metre board, 5-metre board, or the 10-metre board if applicable.</p> <p>The dive should, where appropriate, meet the following:</p> <ul style="list-style-type: none"> <li>• Can perform all the body positions and dive groups.</li> <li>• Shows confidence when delivering the simple moves and very good style and control in combined moves.</li> <li>• The more difficult combinations are controlled and show tension, entry is generally clean when attempting a more difficult dive tariff.</li> <li>• The combination moves display height, style, control and confidence.</li> </ul>

## Figure Skating

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE. It cannot be assessed with the dance activity. Only one discipline of Figure Skating is allowed to be assessed. Students should refer to British Ice Skating for technical requirements for national singles competitions.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality of any of the four skills listed below when performed in isolation/unopposed practice:</p> <ul style="list-style-type: none"> <li>• overall skating action (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles).</li> </ul> <p><b>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation:</b></p> <p>Posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	<p>Candidates should demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with expression, precision, control and fluency to perform in a singles routine lasting a minimum of 2 ½ minutes, depending on the style and level of competition. Routines will be choreographed and include varying degrees of difficulty according to the level at which the candidates are being assessed. The skills in isolation as listed in the left-hand column should be incorporated into the routine, as appropriate. The following should be considered when performing the above skills during a routine in a conditioned/formal/competitive situation:</p> <p><b>Execution of skill and degree of difficulty</b>, which develops from simple to more complex actions, and which includes correctness of line and shape, amplitude in execution of elements, such as when demonstrating a full stretch, and showing full flight in dynamic elements.</p> <p><b>Awareness of dynamics</b>, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway.</p> <p><b>Use of expressive skills during the routine</b> – ability to demonstrate emotion, character and attitude.</p> <p><b>Musicality</b> – relationship between movement and music, with variations of speed and tempo, as appropriate.</p> <p><b>Evidence of creativity</b> during the routine, demonstrating imagination and originality.</p> <p><b>Ability to work with a partner or in a group</b>, showing visible connection throughout the routine.</p> <p>Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</p>

## Assessment criteria for figure skating

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following:</p> <ul style="list-style-type: none"> <li>• overall skating action - may be in one direction</li> <li>• transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)</li> <li>• step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)</li> <li>• spins (upright, sit, camel, arabesque)</li> <li>• jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jump, axels, salchows)</li> <li>• turns (3 turns, bracket turns, mohawks, rocker, counters, twizzles).</li> </ul> <p>The following technical and expressive skills should be taken into consideration when performing the above skills in isolation: posture, coordination, balance, strength, speed, control, mobility, focus, projection and amplitude.</p>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the basic elements.</li> <li>• Ineffective accuracy of actions, dynamics and spatial content, with inconsistent timing.</li> <li>• Lacks confidence and concentration in performance, showing little communication of emotion, character and attitude.</li> <li>• There is limited evidence of creativity, imagination and originality.</li> <li>• Interpretation of the accompaniment/music is incidental or choice of accompaniment shows little relevance to the selected movements, and with little variation in tempo and speed.</li> <li>• Group relationships are coincidental and there is limited visible connection with/to partner or other performers in the group.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following:</p> <p>Elements: the <b>basic elements</b>.</p> <p>Demonstrates basic levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• basic accuracy in some, but not all, aspects of actions, dynamics and spatial content</li> <li>• projects self with some confidence but focus tends to be inward.</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the basic elements.</li> <li>• Basic accuracy of actions, dynamics and spatial content, with inconsistent timing.</li> <li>• Projects self with some confidence but focus tends to be inward, lacking in communication of emotion, character and attitude.</li> <li>• There is some evidence of creativity, imagination and originality, although this is quite limited and structured.</li> <li>• The choice of accompaniment is clear but does not always fully reflect the movements, with limited variation in tempo and speed.</li> <li>• Group relationships are evident and there is some, but limited, visible connection with/to partner or other performers in the group.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following:</p> <p>Elements: the <b>basic elements</b>.</p> <p>Demonstrates competent levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• competent accuracy in nearly all aspects of actions, dynamics and spatial content</li> <li>• projects self with confidence but focus lacks consistency.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the basic elements.</li> <li>• Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing.</li> <li>• Projects self with confidence, and able to communicate some emotion, character and attitude but focus lacks consistency.</li> <li>• There is some evidence between the candidate’s own physical ability and level of creativity, imagination and originality, but one may be more evident than the other.</li> <li>• The choice of accompaniment/music is clear, varies in speed and tempo, and adds to the overall impact of the choreographic intent of the movements.</li> <li>• Group relationships are planned for, with visible connection to partner or other performers, which may not always be sustained.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following:</p> <p>Elements: the advanced* elements.</p> <p>*all five categories of advanced elements will be attempted. Candidates are expected to demonstrate 'good' levels of skills in at least three of these categories.</p> <p>Demonstrates good levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• good accuracy in all aspects of actions, dynamics and spatial content</li> <li>• projects self with confidence and is focused throughout.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the advanced elements.</li> <li>• Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing.</li> <li>• Projects self with confidence and able to communicate emotion, character and attitude, staying focused throughout the routine.</li> <li>• A link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality.</li> <li>• The choice of accompaniment/music is well matched, varying in tempo and speed as appropriate, enhancing the overall impact of the choreographic intent.</li> <li>• Group relationships are appropriate and well planned, with visible connection to partner or other performers throughout the routine.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following:</p> <p>Elements: the advanced elements.</p> <p>Demonstrates very good levels of the following, where relevant:</p> <ul style="list-style-type: none"> <li>• posture, coordination, balance, strength, control, mobility, focus and projection</li> <li>• wholly accurate execution of all aspects of actions, dynamics and spatial content</li> <li>• projects self with very good confidence and is focused throughout.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Routine includes performance of skills from the advanced elements.</li> <li>• Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality.</li> <li>• Projects self with excellent confidence and is focused throughout. Able to communicate emotion character and attitude to produce a highly engaging and committed performance.</li> <li>• A close link is evident between the student’s own physical ability and the art of successful expression, including creativity, imagination and originality, adding interest to the routine.</li> <li>• The choice of accompaniment/music is sophisticated and mature, entirely supporting and complementing the structure and content of the routine, enhancing the overall impact of the choreographic intent.</li> <li>• Group relationships are sophisticated, demonstrating a confident and effective visible connection to partner or other performers in the group throughout the routine.</li> </ul>

## Golf

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality of their grip, stance, posture and swing using a minimum of <b>one</b> from each of the following groups of club:</p> <ul style="list-style-type: none"> <li>• putter</li> <li>• short iron (sand iron through to seven)</li> <li>• long iron (six through to driver).</li> </ul> <p>Candidates will be assessed on the use of the correct technique, including the appropriateness of their grip, stance, posture and swing, to benefit performance (including strength, endurance, speed, agility, flexibility, coordination).</p> <p>Golf shots should be played on a variety of golf holes, such as par 3, 4 and 5, but not in a full competitive game.</p>	<p>The evidence for the assessment of this activity is as follows:</p> <p>That the candidates show a minimum of playing 4 holes and a maximum of 9 holes.</p> <p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• Appropriate choice of club and shot.</li> <li>• Management of the course.</li> <li>• Responses to the environment and competition.</li> <li>• Playing to par/handicap.</li> <li>• Use of correct technique to benefit performance (strength, endurance, speed, agility, flexibility, coordination).</li> <li>• Taking into account external factors (weather, ground, contours of land)</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for golf

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Inappropriate grip.</li> <li>• Hands failing to work as one unit.</li> <li>• Poor address of the ball.</li> <li>• Inconsistent set up.</li> <li>• Incorrect alignment of feet, body and head.</li> <li>• Jerky swing.</li> <li>• Ball frequently missed, miss-hit and not lofted.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Little or no consideration of the demands of the course, leading to inappropriate shot and club selection.</li> <li>• Inappropriate and inconsistent control, fluency and accuracy of technique/skill.</li> <li>• Little or no response to environmental conditions.</li> <li>• Little or no application of appropriate tactical change to the selected shot in response to competitors' actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Appropriate grip for some shots.</li> <li>• Attempts to make hands work as one unit.</li> <li>• Limited address of the ball to difficulty of the shot.</li> <li>• Some set up as appropriate.</li> <li>• Some appropriate alignment of feet, body and head, but with fundamental errors.</li> <li>• Swing with some aim and balance, but with some significant misjudgements.</li> <li>• Ball sometimes miss-hit and/or not lofted.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Takes into account the demands of the course leading to some appropriate shot and club selection.</li> <li>• Basic control, fluency and accuracy of technique/skill, with many errors.</li> <li>• Some attempts to respond to environmental conditions, but with misjudgements.</li> <li>• Applies appropriate tactical changes to the selected shot in response to competitors' actions, but with significant errors.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with limited success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Appropriate grip.</li> <li>• Hands work as one unit effectively.</li> <li>• Good address of the ball to difficulty of the shot, with some errors.</li> <li>• Appropriate and mostly consistent set up, with some errors.</li> <li>• Appropriate and consistent alignment of feet, body and head, with some errors.</li> <li>• Swing with good aim and balance, but with some misjudgements.</li> <li>• Ball hit appropriately, but with some miss-hits.</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Considers the demands of the course often leading to appropriate shot and club selection.</li> <li>• Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors.</li> <li>• Effective responses to environmental conditions, but with some misjudgements.</li> <li>• Applies appropriate tactical changes to the selected shot in response to competitors' actions, but with errors.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Appropriate grip.</li> <li>• Hands work as one unit effectively and consistently.</li> <li>• Good address of the ball to difficulty of the shot.</li> <li>• Appropriate and consistent set up, with few errors.</li> <li>• Appropriate and consistent alignment of feet, body and head, with few errors.</li> <li>• Swing with good aim and balance, but with minor misjudgements.</li> <li>• Ball consistently hit appropriately, but with few minor miss-hits.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Effectively takes into account the demands of the course leading to appropriate shot and club selection.</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill, with few errors.</li> <li>• Effective responses to environmental conditions, with few misjudgements.</li> <li>• Applies appropriate tactical changes effectively to the selected shot in response to competitors' actions, for example, draw and fade, but with few errors.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none"> <li>• Appropriate, firm and technically correct grip throughout.</li> <li>• Hands always work as one unit effectively.</li> <li>• Correct address of the ball to difficulty of the shot.</li> <li>• Appropriate and consistent set up.</li> <li>• Correct alignment of feet, body and head, including draw and fade when required.</li> <li>• Fluid swing taking club through full range.</li> <li>• Ball hit with consistent and accurate direction and distance, with few, if any, errors.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Consistently chooses appropriate shot and club to take account of demands of the course, for example, slope, distance, alignment.</li> <li>• Appropriate and consistent control, fluency and accuracy of technique/skill.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies appropriate tactical changes effectively and consistently to the selected shot in response to competitors' actions.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>

## Gymnastics

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on the quality of <b>either</b> the five basic categories of agilities <b>or</b> the five categories of advanced agilities – one agility from each category.</p> <p>The number and type of which is stated in the criteria below:</p> <p><b>Basic categories of agilities:</b></p> <ol style="list-style-type: none"> <li>1. straddle forward roll; crouch forward roll; circle roll; dive forward roll.</li> <li>2. backward roll into crouch or straddle.</li> <li>3. balances: shoulder; knee; elbow; crouch.</li> <li>4. headstand; handstand.</li> <li>5. cartwheel; round off.</li> </ol> <p><b>Advanced categories of agilities:</b></p> <ol style="list-style-type: none"> <li>1. forward roll into straight leg pike.</li> <li>2. springs: front handspring; headspring; flick flack (back handspring).</li> <li>3. somersaults: front; back.</li> <li>4. backward roll to handstand; handstand to forward roll.</li> <li>5. walkovers: forward; backward.</li> </ol> <p>In addition, they may be judged on any other any other advanced agility not listed above.</p>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, as well as:</p> <ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p><b>Students may choose to perform one of the following:</b></p> <ul style="list-style-type: none"> <li>• Apparatus</li> <li>• Floor routine</li> <li>• Rhythmic routine</li> </ul> <p><b>Apparatus:</b></p> <ul style="list-style-type: none"> <li>• Boys and girls should perform a routine on their chosen piece of apparatus of 60–90 seconds duration</li> <li>• Boys can choose one of the following: pommel horse, rings, high bar, parallel bars, or vault (must perform two vaults)</li> <li>• Girls can choose one of the following: balance beam, asymmetric bars, or vault (must perform two vaults).</li> </ul> <p><b>Floor routine:</b></p> <p><b>Boys:</b> a sequence to last 60 seconds and comprising any number/combinations of agilities listed in the left-hand column, with linking movements.</p> <p><b>Girls:</b> a sequence to music lasting 60 to 90 seconds and comprising any number of agilities listed in the left-hand column.</p>



The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	<p>Note: the girls floor work performed to music (non vocal) should be joined together by dance movements, jumps, hops and step patterns.</p> <p><b>Rhythmic routine:</b></p> <p>Students should perform a routine using one of clubs/ball/rope/ribbon/hoop</p> <ul style="list-style-type: none"> <li>• <b>Clubs:</b> a short sequence lasting 60 to 90 seconds to include small circles, mill circles, large swings, throws, tapping/beating, asymmetric movements.</li> <li>• <b>Ball:</b> short sequence lasting 60 to 90 seconds to include throws, free rolls over the body or the floor, bouncing, circles, figures of eight and balancing the ball on part of the body.</li> <li>• <b>Rope:</b> a short sequence lasting 60 to 90 seconds to include skipping, swings, circles, rotations, figures of eight and throws.</li> <li>• <b>Ribbon:</b> a short sequence lasting 60 to 90 seconds to include swings, circles, snakes, coils, figures of eight and throws</li> <li>• <b>The hoop:</b> a short sequence lasting 60 to 90 seconds to include rolling, rotation around the hand or part of the body, swings, curls, figures of eight , turning over, passing throw and over the throws.</li> </ul>

## Assessment criteria for gymnastics

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following. <b>Agilities:</b> the <b>basic</b> agilities.	1	1-5	Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <b>Apparatus:</b> student will perform ineffectively on the equipment <b>Floor routine:</b> able to link together simple movements using limited space. Evidence of some body control but lacks flow and rhythm. <b>Rhythmic:</b> lack of momentum/continuity to the routine. Interpretation of the music is ineffective.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following. <b>Agilities:</b> the <b>basic</b> agilities.	2	6-10	Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <b>Apparatus:</b> able to mount but encounters problems with the dismount which tends to be basic. <b>Floor routine:</b> the routine will lack continuity and comprise simple moves, with basic technique. <b>Rhythmic:</b> some continuity of movement with the apparatus. Basic actions displayed with adequate degree of control. Modest interpretation of the music.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following. <b>Agilities:</b> the <b>basic</b> agilities.	3	11-15	Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <b>Apparatus:</b> can mount and dismount without assistance in the vaults that they attempt. <b>Floor routine:</b> the routine is composed mostly of elementary moves with one or two advanced moves and is performed with competent style and control. <b>Rhythmic:</b> displays a degree of control and thought. Movements performed with apparatus showing reasonable style and control. Interpretation of music improves the appearance of the routine.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following.</p> <p><b>Agilities:</b> the <b>advanced*</b> agilities.</p> <p>* all five categories of advanced agilities will be attempted. Candidates are expected to demonstrate 'good' levels of skills in at least three of these categories.</p>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Apparatus:</b> a good mount and dismount and showing a polished performance of basic moves with some advanced moves offered with good style and control. Performances using the vault must be performed from a springboard.</p> <p><b>Floor routine:</b> a higher degree of advanced moves with appropriate linking actions. The overall effect of the routine shows good control, flow and style.</p> <p><b>Rhythmic:</b> the routine shows continuity with some original ideas. Thought given to types of movement required by changes of beat of the music.</p>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following. <b>Agilities:</b> the <b>advanced</b> agilities.	5	21–25	Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <b>Apparatus:</b> demonstrates a series of well thought out movements with appropriate linking actions. Shows a very good level of balance and control in a pleasing routine. Performances using the vault must be performed from a springboard. <b>Floor:</b> appropriate mixture of movements displaying imaginative use of floor space and ability. The sequence is performed with total control. A polished performance. <b>Rhythmic:</b> demonstrates a series of well thought out movements, linked together by an imaginative series of moves. An aesthetically pleasing routine.

## Equestrian

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation/unopposed practice, in <b>one</b> of the three forms – show jumping, cross country or dressage:</p> <p><b>Skills/techniques:</b></p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Track Left</li> <li>• Track right</li> <li>• Trot</li> <li>• Canter</li> <li>• Clear fences/natural obstacles.</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• 20 m circle</li> <li>• Leg yield</li> <li>• Lengthening stride, e.g. trot and canter</li> <li>• Serpentine</li> <li>• Shoulder in</li> <li>• Trot</li> <li>• Trot-halt transitions.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Prepare the horse – tack up/mount, e.g. saddle, boots/martingales</li> <li>• Control of horse ‘on the bit’ in canter</li> <li>• Entry into fence/obstacle</li> <li>• Positioning in relationship to fence/obstacle, e.g. singles, doubles, skinny fences</li> <li>• Position of rider over fence/obstacle</li> <li>• Position of rider on contact with the ground</li> <li>• Pacing in relation to event</li> <li>• ‘Eye for stride’</li> <li>• Athleticism, control and accuracy in jumping.</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Prepare the horse – tack up/mount.</li> <li>• Entry into arena.</li> <li>• Transitions through walk, trot, canter.</li> <li>• Movement replication/compulsory movements, ensuring appropriate accuracy and precision – balance, rhythm, suppleness and horse obedience promoting harmony of rider/horse.</li> <li>• Completion of prescriptive tests/routine.</li> </ul>

## Assessment criteria for equestrian

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, in relation to the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Track Left</li> <li>• Track right</li> <li>• Trot</li> <li>• Canter</li> <li>• Clear fences/natural obstacles, e.g. &lt;0.80 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• 20 m circle</li> <li>• Leg yield</li> <li>• Lengthening stride, e.g. trot and canter</li> <li>• Serpentine</li> <li>• Shoulder in</li> <li>• Trot</li> <li>• Trot-halt transitions</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Unsecure preparation of the horse – tack up/mount</li> <li>• Control of horse ‘on the bit’ in canter is ineffective</li> <li>• Entry and positioning into fence/obstacle lacks precision, control and fluency, is ineffective to begin negotiating fence/obstacle, e.g. singles, doubles, skinny fences</li> <li>• Position of rider over fence/obstacle and on contact with the ground is technically incorrect and unsafe</li> <li>• Pacing in relation to event is not evident</li> <li>• The rider’s ‘Eye for stride’ is ineffective</li> <li>• In competition the rider may attempt fences up to 0.80 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Unsecure preparation of the horse – tack up/mount</li> <li>• Entry into arena lacks poise and authority</li> <li>• Transitions through walk, trot, canter are technically incorrect</li> <li>• Movement replication/compulsory movements in competition are technically incorrect</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, in relation to the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Track Left</li> <li>• Track right</li> <li>• Trot</li> <li>• Canter</li> <li>• Clear fences/natural obstacles, e.g. 0.80-0.85 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• 20 m circle</li> <li>• Leg yield</li> <li>• Lengthening stride, e.g. trot and canter</li> <li>• Serpentine</li> <li>• Shoulder in</li> <li>• Trot</li> <li>• Trot-halt transitions</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Basic ability to prepare the horse – tack up/mount</li> <li>• Control of horse ‘on the bit’ in canter has some technical merit and effect</li> <li>• Positioning in relationship to fence/obstacle is effective to begin negotiating fence/obstacle has limited technical merit but with some success</li> <li>• Position of rider over fence/obstacle and on contact with the ground is inconsistent but has basic technical merit</li> <li>• Pacing in relation to event is incorrect while with some merit</li> <li>• The rider’s ‘Eye for stride’ is inconsistent and has limited effect</li> <li>• In competition the rider may attempt fences up to 0.80-0.85 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Basic ability to prepare the horse – tack up/mount</li> <li>• Entry into arena has basic authority and technical accuracy</li> <li>• Transitions through walk, trot, canter are limited technically</li> <li>• Movement replication/compulsory movements in competition are basic in technical merit</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, in relation to the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Track Left</li> <li>• Track right</li> <li>• Trot</li> <li>• Canter</li> <li>• Clear small fence/natural obstacles, e.g.0.85-0.90 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• 20 m circle</li> <li>• Leg yield</li> <li>• Lengthening stride, e.g. trot and canter</li> <li>• Serpentine</li> <li>• Shoulder in</li> <li>• Trot</li> <li>• Trot-halt transitions</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Competent preparation of the horse – tack up/mount</li> <li>• Control of horse ‘on the bit’ in canter has some efficiency and competent technical merit</li> <li>• Positioning in relationship to fence/obstacle is effective to begin negotiating fence/obstacle with competence and some success</li> <li>• Positioning in relationship to fence/obstacle, e.g. singles, doubles, skinny fences obstacle and when over the obstacle, and when on contact with the ground, is effective if not always technically correct</li> <li>• Pacing in relation to the training task is competent in accuracy and timing</li> <li>• ‘Eye for stride’ is increasingly effective/accurate</li> <li>• In competition the rider may attempt fences up to 0.90 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Competent preparation of the horse – tack up/mount</li> <li>• Entry into arena has some poise and authority</li> <li>• Transitions through walk, trot, canter are seen with competent technical accuracy</li> <li>• Movement replication/compulsory movements in competition are competent and have technical foundations</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, in relation to the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Track left</li> <li>• Track right</li> <li>• Trot</li> <li>• Canter</li> <li>• Clear fence/natural obstacles, e.g. 0.90 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• 20 m circle</li> <li>• Leg yield</li> <li>• Lengthening stride, e.g. trot and canter</li> <li>• Serpentine</li> <li>• Shoulder in</li> <li>• Trot</li> <li>• Trot-halt transitions</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Consistent and secure preparation of the horse – tack up/mount</li> <li>• Control of horse ‘on the bit’ in canter is good</li> <li>• Entry into fence/obstacle has confidence</li> <li>• Positioning in relationship to fence/obstacle, e.g. singles, doubles, skinny fences with good success is technically correct with few errors</li> <li>• Position of rider over fence/obstacle and on contact with the ground is good, technically correct and with few errors</li> <li>• Pacing in relation to event is consistent and appropriate</li> <li>• ‘Eye for stride’ is good and invariably correct to the demands of the event</li> <li>• In competition may attempt fences up to &gt;0.90 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Consistent and secure preparation of the horse – tack up/mount</li> <li>• Entry into arena has poise and good authority</li> <li>• Transitions through walk, trot, canter are consistent with technical merit</li> <li>• Movement replication/compulsory movements in competition are consistent and have good technical foundations</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, in relation to the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Track Left</li> <li>• Track right</li> <li>• Trot</li> <li>• Canter</li> <li>• Clear fence/natural obstacles, e.g. 1 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• 20 m circle</li> <li>• Leg yield</li> <li>• Lengthening stride, e.g. trot and canter</li> <li>• Serpentine</li> <li>• Shoulder in</li> <li>• Trot</li> <li>• Trot-halt transitions</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p><b>Show Jumping/Cross Country:</b></p> <ul style="list-style-type: none"> <li>• Consistent and secure preparation of the horse – tack up/mount</li> <li>• Control of horse ‘on the bit’ in canter is very good with clear technical merit</li> <li>• Positioning in relationship to fence/obstacle is very effective and consistent negotiate fence/obstacle with success, e.g. singles, doubles, skinny fences</li> <li>• Very good ability to negotiate angled fences/complexes</li> <li>• Position of rider over fence/obstacle and on contact with the ground is technically correct</li> <li>• Pacing for the training task is very good and effective</li> <li>• ‘Eye for stride’ reflects control, timing and is appropriate to the task</li> <li>• In competition the rider may attempt fences up to &gt;1.0 m</li> </ul> <p><b>Dressage:</b></p> <ul style="list-style-type: none"> <li>• Consistent and secure preparation of the horse – tack up/mount</li> <li>• Entry into arena has clear poise and authority</li> <li>• Transitions through walk, trot, canter are technically accurate and effective</li> <li>• Movement replication/compulsory movements are very good and have accurate technical foundations</li> </ul>

## Kayaking

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation/unopposed practice:</p> <ul style="list-style-type: none"> <li>• lifting, carrying and launching boat</li> <li>• forward paddling</li> <li>• stopping and reverse paddling</li> <li>• turning – both static and whilst moving</li> <li>• support strokes</li> <li>• sideways – both static and whilst moving</li> <li>• self-rescue (a roll, assisted by others or swim to the shore with their equipment)</li> <li>• an appropriate deep-water rescue of another paddler and their equipment</li> <li>• towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive or journey situation, including using the skills/ techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• Either undertaking a slalom/gated course (including turning to go through upstream and downstream gates) or journeying on flat, moving and/or white water either in conditioned practice or formal/competitive situations</li> <li>• When undertaking the selected performance medium the candidate demonstrates the application of appropriate technical skills to support and bring about a successful slalom/journey conclusion</li> <li>• The application of appropriate considerations to tactical decision making to overcome natural hazards such as water flow rate and negotiating portages</li> <li>• Demonstrates the appropriate physiological conditioning in order to complete either conditioned/formal/competitive or journeying situations including pacing and fatigue management</li> <li>• To fully apply and manage risk management issues when planning and undertaking slalom/journeying</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for kayaking

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning - both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways - both static and whilst moving</li> <li>• Self-rescue (a roll, assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep-water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	1	1-5	<p>Demonstrates skills, techniques and decision making <b>ineffectively</b>, with little or no precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• No awareness and use of environmental conditions to benefit performance such as weather conditions.</li> <li>• Ineffective application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate /negotiating portages/other water users.</li> <li>• Demonstrates inappropriate physiological conditioning in order to complete either conditioned/formal/competitive or journeying situations including pacing and fatigue management.</li> <li>• Fails to fully apply and manage risk management issues when planning and undertaking slalom/journeying.</li> <li>• Journeying is inconsistent and occasionally completed.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning - both static and whist moving</li> <li>• Support strokes</li> <li>• Sideways - both static and whilst moving</li> <li>• Self-rescue (a roll, assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep-water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	2	6-10	<p>Demonstrates skills, techniques and decision making to a <b>basic</b> level, with little precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Attempts to respond to environmental conditions but without success such as the weather conditions.</li> <li>• A basic application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate /negotiating portages/other water users.</li> <li>• Demonstrates limited physiological conditioning in order to complete either conditioned/formal/competitive or journeying situations including pacing and fatigue management.</li> <li>• Can apply limited manage risk management issues when planning and undertaking slalom/journeying.</li> <li>• Journeying is completed with difficulty/uncompleted</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning - both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways - both static and whilst moving</li> <li>• Self-rescue (a roll, assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep-water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	3	11–15	<p>Demonstrates skills, techniques and decision making to a <b>competent</b> level with some precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Attempts to respond to environmental conditions, but with little success such as the weather conditions.</li> <li>• Competent application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate/negotiating portages/other water users.</li> <li>• Demonstrates a competent level of the appropriate physiological conditioning in order to complete either conditioned/formal/competitive or journeying situations including pacing and fatigue management.</li> <li>• Applies a competent application of manage risk management issues when planning and undertaking slalom/journeying.</li> <li>• Journeying is completed with some successes but may require additional support.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning - both static and whist moving</li> <li>• Support strokes</li> <li>• Sideways - both static and whilst moving</li> <li>• Self-rescue (a roll, assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep-water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	4	16-20	<p>Demonstrates skills, techniques and decision making to a <b>good</b> level, with good precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Responds to environmental conditions with some success such as the weather conditions.</li> <li>• Good application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate /negotiating portages/other water users.</li> <li>• Demonstrates to a good level the appropriate physiological conditioning in order to complete either conditioned/formal/competitive or journeying situations including pacing and fatigue management.</li> <li>• Applies and manages to a good level risk management issues when planning and undertaking slalom/journeying.</li> <li>• Journeying is completed proficiently.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Lifting, carrying and launching the craft</li> <li>• Forward paddling</li> <li>• Stopping and reverse paddling</li> <li>• Turning - both static and whilst moving</li> <li>• Support strokes</li> <li>• Sideways - both static and whilst moving</li> <li>• Self-rescue (a roll, assisted by others or swim to the shore with their equipment)</li> <li>• An appropriate deep-water rescue of another paddler and their equipment</li> <li>• Towing an incapacitated paddler with an appropriate towing system</li> <li>• Returning to the bank and exiting the craft</li> </ul>	5	21–25	<p>Demonstrates skills, techniques and decision making to a <b>very good</b> level, with very good precision, control and fluency, during a conditioned/formal/competitive or journey situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Responds effectively to environmental conditions such as the weather conditions.</li> <li>• Very good application of the appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate/negotiating portages/other water users.</li> <li>• Demonstrates a very good level of the appropriate physiological conditioning in order to complete either conditioned/formal/competitive or journeying situations including pacing and fatigue management.</li> <li>• Fully applies and manages risk management issues when planning and undertaking slalom/journeying.</li> <li>• Journeying is completed and undertaken safely and proficiently.</li> </ul>

## Rock Climbing

This may be assessed either indoors or outdoors

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation/unopposed practice as appropriate to rock climbing indoors or outdoors.</p> <ul style="list-style-type: none"> <li>• The ability to ascend a rock face making route assessment, re-assessment and carry out safe climbs employing a range of climbing holds and moves</li> <li>• Rope management (e.g. coiling, uncoiling, preparation and carrying)</li> <li>• Select and use a single anchor to set up top rope</li> <li>• Select and use multiple anchors</li> <li>• Ability to belay with different devices/detailed knowledge of protecting a bouldering climber, this may include spotting but also, for example, positioning pads, landings, etc.</li> <li>• Ability to demonstrate different climbing techniques</li> <li>• Tie a clove hitch, overhand knot and, as appropriate, figure of 8 on the bight</li> <li>• Set up and undertake an abseil, demonstrating the ability to lock off the abseil device during decent/descend from boulder problems safely</li> <li>• Use rope systems to demonstrate a range of secure anchors (e.g. wires, camming devices and fixed equipment).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul> <p><b>Ability to climb different routes (either indoor or outdoor)</b></p> <ul style="list-style-type: none"> <li>• Use a climbing wall or bouldering area</li> <li>• Assess and use a variety of pre-placed anchors</li> <li>• Belay another climber, hold a top-roped fall and perform a 'lower'</li> <li>• Demonstrate confident movement on and sequencing on rock/wall employing a variety of appropriate techniques reflecting body position, balance, foot and hand holds to make use of different rock/wall features</li> <li>• Precise footwork on small holds</li> </ul> <p>Candidates should be assessed on their control of the skills used and techniques executed, showing mastery of external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> <li>• Fluid movement utilising momentum.</li> </ul> <p>Timing of skills and techniques means there is always fluency to the performance:</p> <ul style="list-style-type: none"> <li>• Climbs completed on time.</li> </ul>

## Assessment criteria for rock climbing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>fitting a harness and helmet with instructor support</li> <li>belaying with instructor support</li> <li>communicating ineffectively with partner</li> <li>ascending and descending correctly from route but with errors.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>Demonstrates a limited level of precision when executing skills and techniques, such as:</p> <ul style="list-style-type: none"> <li>missing key holds</li> </ul> <p><b>Inadequate</b> control, fluency and/or accuracy when under pressure from external factors (competitors and/or environment), including:</p> <ul style="list-style-type: none"> <li>kicking and scraping feet</li> <li>getting stretched out</li> </ul> <p>Timing of skills and techniques means there is <b>no fluency</b> to the performance, including:</p> <ul style="list-style-type: none"> <li>getting stuck for periods on the climb.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• belaying with peers supervised by instructor</li> <li>• putting on harness and helmet with instructor prompts</li> <li>• tying in with rethreaded figure of eight with support</li> <li>• a basic level of climbing communication used</li> <li>• demonstrating basic climbing techniques when ascending and descending with errors</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>Demonstrates basic level of precision when executing skills and techniques:</p> <ul style="list-style-type: none"> <li>• using the correct hold inefficiently (wrong part of foot or wrong hand technique)</li> </ul> <p><b>Basic</b> control and accuracy is evident when under pressure from external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> <li>• jerky actions and lunging due to out of balance movement</li> </ul> <p>Timing of skills and techniques means there is <b>basic</b> fluency to the performance:</p> <ul style="list-style-type: none"> <li>• moves up the wall without major stops</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• belaying competently with backup</li> <li>• fitting harness and helmet independently</li> <li>• tying in independently</li> <li>• safety checks self and partner consistently</li> <li>• demonstrating climbing styles (ascending and descending) with competent techniques</li> </ul>	3	11-15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>Demonstrates a good level of precision when executing appropriate skills and techniques:</p> <ul style="list-style-type: none"> <li>• using holds correctly (hand and foot positions)</li> </ul> <p>Control of the skills and techniques executed, showing <b>competent</b> control and accuracy when under pressure from external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> <li>• able to rest in balance with relaxed stance</li> </ul> <p>Timing of skills and techniques means there is <b>competent</b> fluency to the performance:</p> <ul style="list-style-type: none"> <li>• moves up the wall with a competent, steady pace</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• belaying independently and holding a bottom rope fall consistently</li> <li>• handling climbing equipment fluidly, e.g. carabiners and belay devices</li> <li>• demonstrating climbing techniques (ascending and descending) with good technique</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>Demonstrates a good level of precision when executing appropriate skills and techniques:</p> <ul style="list-style-type: none"> <li>• accurate footwork</li> </ul> <p>Consistently in control of the skills and techniques executed, showing <b>good</b> control and accuracy when under pressure from external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> <li>• good weight transfer</li> </ul> <p>Timing of skills and techniques means there is <b>very good</b> fluency to the performance:</p> <ul style="list-style-type: none"> <li>• climbing appears fluid with good body positioning for balance</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• able to belay with two further devices</li> <li>• able to demonstrate climbing techniques (ascending and descending) faultlessly and fluidly</li> <li>• tie clove hitch, overhand knot and figure of 8 on the bight and understand their uses</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>Demonstrates a very good level of precision when executing appropriate skills and techniques:</p> <ul style="list-style-type: none"> <li>• precise footwork on small holds</li> </ul> <p>Always in control of the skills and techniques executed, showing <b>very good</b> mastery of external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> <li>• fluid movement utilising momentum.</li> </ul> <p>Timing of skills and techniques means there is <b>always very good</b> fluency to the performance:</p> <ul style="list-style-type: none"> <li>• climbs completed fluidly</li> </ul>



## Sailing

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE. Royal Yachting Association recognised sailing-boat classes only. The list can be found online at: [www.rya.org.uk/racing/youthjunior/info/Pages/recognised-classes](http://www.rya.org.uk/racing/youthjunior/info/Pages/recognised-classes). This activity cannot be assessed with sailing as a team activity.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. This includes using the skills/techniques (listed in the left-hand column) in a racing/competitive situation. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment.</p> <ul style="list-style-type: none"> <li>• Use of appropriate physical attributes to benefit the performance (speed, strength, balance, coordination, agility, endurance) - when moving around the boat, balance to steer the boat, strength to pull the line or sheet to keep the boat stable.</li> <li>• Application of strategy to manage the course – taking into account the wind/water conditions for planning the course/adjust sails, body position, rudder, centreboard accordingly, maximise the starting position – which line has best angle.</li> <li>• Application of tactics to manage speed – lay line at start, turns around buoys, preventing capsizing using tacks, gybs, sailing close to the wind while staying on course, increasing risk to go with the wind.</li> <li>• Managing direction – linking of well-practised manoeuvres to successfully navigate course or area of water.</li> <li>• Adapting to changing conditions – taking into account hazards seen and unseen – response to wind, tide, waves, water conditions – adjusting sail accordingly.</li> <li>• Adapting to competitors – counter-attacking from a defensive formation, using wind to block opponents, finding optimum start position before opponents.</li> <li>• Focus, concentration, timing, self-control to the demands of the conditioned/formal/competitive situation.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies – general rules/racing rules to make decisions, using legal rules to overtake boats/beat opposition, managing the course safely.</li> </ul>

## Assessment criteria for sailing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing and inconsistent application and with frequent unforced errors.</li> <li>• No clear evidence of strategic and tactical changes to manage the course and/or speed during the race; when seen they are ineffective and inconsistent in response to the conditions and oppositions actions.</li> <li>• Limited ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents or gain maximum points when manging speed.</li> <li>• Limited ability to influence the performance and motivation of self. Limited psychological control, concentration, timing and focus to benefit performance.</li> <li>• Little awareness of rules/regulations of the sport; fails to fully apply and manage risk management issues when planning and undertaking the competitive situation.</li> <li>• Race/Competitive situation may be incomplete.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing and inconsistent application and with frequent unforced errors.</li> <li>• Any tactical changes are ineffective and inconsistent when attempting to manage the course/speed during the race/competitive situation.</li> <li>• Basic ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt.</li> <li>• Basic attempt to adapt to changes in a competitive situation and conditions to dominate opponents but without success.</li> <li>• Basic ability to influence the performance and motivation of self. Basic use of psychological control, concentration, timing and focus to benefit performance.</li> <li>• Shows basic awareness of rules/regulations of the sport; shows basic awareness of safety for themselves and others.</li> <li>• Race/Competitive situation is completed with difficulty/uncompleted.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Competent skills and techniques with some accurate timing, but inconsistency of application and errors are made.</li> <li>• Tactical changes are sometimes effective but inconsistently applied when attempting to manage the course/speed during the race/competitive situation.</li> <li>• Some ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Attempts to respond to environmental conditions but with little success.</li> <li>• Attempts to adapt to changes in a competitive situation and conditions to dominate opponents but with little success.</li> <li>• Some influence on the performance and motivation of self. Appropriate use of psychological control, concentration, timing and focus, but sometimes misjudges/fails to read a situation.</li> <li>• Shows some awareness of rules/regulations of the sport; shows some awareness of safety for themselves and others.</li> <li>• Race/Competitive situation is completed with some success, but may require additional support.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good range of skills and techniques with some accurate timing, but inconsistency of application while under the pressure of conditioned/formal/competitive situation.</li> <li>• Tactical changes are effective and consistently applied when attempting to manage the course/speed during the race/competitive situation, but with misjudgements.</li> <li>• Good level of ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation and conditions to dominate opponents.</li> <li>• Appropriate and effective psychological control, concentration, timing and focus and motivation of self to benefit performance, with minor misjudgements.</li> <li>• Good awareness of rules/regulations of the sport; good awareness of safety for themselves and others when on the water</li> <li>• Race/Competitive situation is completed proficiently.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with very good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• launching and recovering the boat</li> <li>• stopping</li> <li>• reducing sail and anchoring (if applicable)</li> <li>• 5 essentials of sailing – boat balance, boat trim, sail setting, centreboard position, course made good</li> <li>• gybing</li> <li>• tacking</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good range of skills and techniques, with some accurate timing but inconsistency of application; few errors, even when applied in more complex scenarios, i.e. sailing close to the wind while remaining on course and at speed.</li> <li>• Applies tactical changes effectively and consistently when attempting to manage the course/speed during the race/competitive situation, with few, if any misjudgements.</li> <li>• Very good level of ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Responds effectively to environmental conditions. Able to select best route, taking into account hazards, seen and unseen.</li> <li>• Adapts effectively and consistently to changes in a competitive situation and conditions to dominate opponents.</li> <li>• Appropriate and effective psychological control, concentration, timing, focus and motivation of self to benefit performance, with few errors.</li> <li>• Very good awareness of rules/regulations of the sport – able to use them to gain advantage; shows very good awareness of safety for themselves and others when on the water.</li> <li>• Race/Competitive situation is completed proficiently, safely, and within time limits.</li> </ul>

## Sculling

This activity cannot be assessed with rowing, canoeing, kayaking or team sculling. This activity can be performed in fixed-seat or sliding-seat boats. It can be performed on sea, lakes or rivers.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation/unopposed practice:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch phase (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel/square to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul> <p>Each of the four skills should be demonstrated over at least ten continuous strokes.</p>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• sculling in competitive environments, such as a 'side by side' race, against at least one other opponent between 1000–2000 m, or time trials up to 3000 m, such as fastest rower over a distance</li> <li>• ability to adapt to the environment and changing circumstances (changing pace in accordance with weather and conditions)</li> <li>• application of tactics and ability to keep stroke count</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for sculling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are inconsistent and occasionally completed.</li> <li>• Minimal influence on the performance and motivation of self.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• Ability to apply tactics and strategies and keep to stroke count is ineffective.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed basically with inaccurate timing, inconsistent application and multiple errors, with misjudgements.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are completed with difficulty/uncompleted.</li> <li>• Basic influence on the performance and motivation of self.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Ability to apply tactics and strategies and to keep stroke count is basic and inconsistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed.</li> <li>• Some influence on the performance and motivation of self.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Ability to apply tactics and strategies and to keep stroke count is competent and consistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good skills and techniques with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed competitively.</li> <li>• Often able to influence effectively the performance and motivation of self, but with minor misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Ability to apply tactics and strategies and to keep stroke count is good and consistent.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Stroke: accuracy, length/speed, effectiveness of the stroke:</p> <ul style="list-style-type: none"> <li>• overall sculling action (posture, range of motion)</li> <li>• entry/catch (leg action, acceleration of the handle, connection to the water)</li> <li>• drive (leg action, back, arm draw)</li> <li>• extraction (blades parallel to water, height of blades from water, body position)</li> <li>• recovery (fluid motion, hand action, body, slide)</li> <li>• ratio, rhythm and timing (relationship between the drive and recovery phase).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good skills and techniques with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed leading a race.</li> <li>• Consistently able to effectively influence the performance and motivation of self.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Ability to apply tactics and strategies and to keep stroke count is very good, effective and consistent.</li> </ul>

## Skiing

This must be assessed on snow, and cannot be assessed on dry slopes.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice. Skills should progress so that they are being performed at a suitable speed on an appropriate gradient, according to the level of ability.</p> <ul style="list-style-type: none"> <li>• handling of skis (carrying, putting on and taking off)</li> <li>• standing after a fall</li> <li>• side step up/herring bone</li> <li>• traversing</li> <li>• side slipping</li> <li>• straight running (schussing)</li> <li>• stopping (plough, skid/parallel)</li> <li>• control of rate of descent (ploughing, carving, short radius, amplitude)</li> <li>• control direction (plough steering, plough parallel, linked parallel, carved and skidded arcs), as well as other specific traits (see levels).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. This includes using the skills/techniques (listed in the left-hand column) in either a slalom (1:15 gates depending on level), downhill, ski cross or slopestyle. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment.</p> <ul style="list-style-type: none"> <li>• management of the course</li> <li>• managing speed</li> <li>• managing direction</li> <li>• adapting to changing conditions</li> <li>• adapting to changing terrain</li> <li>• adapting to competitors</li> <li>• route selection appropriate to level</li> <li>• use of appropriate physical attributes to benefit the performance (coordination, dynamic balance)</li> <li>• focus and self-control to the demands of the conditioned/formal/competitive situation</li> <li>• ability to adapt to external factors</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

## Assessment criteria for skiing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of skis (carrying, putting on and taking off)</li> <li>• standing after a fall</li> <li>• side step up/herring bone</li> <li>• traversing</li> <li>• side slipping</li> <li>• straight running (schussing)</li> <li>• stopping (plough, skid/parallel)</li> <li>• use of ski-lift (T-bar, drag, chair)</li> <li>• control of rate of descent (ploughing, carving, short radius, amplitude)</li> <li>• control direction (plough steering, plough parallel, linked parallel, carved and skidded arcs).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing and inconsistent application. Arcs will be disconnected, steering may be accomplished by whole body turning.</li> <li>• Limited ability to influence the performance and motivation of self and others.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical change(s) in response to the changing conditions/terrains.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of skis (carrying, putting on and taking off)</li> <li>• standing after a fall</li> <li>• side step up/herring bone</li> <li>• traversing</li> <li>• side slipping</li> <li>• straight running (schussing)</li> <li>• stopping (plough)</li> <li>• use of ski-lift (T-bar, drag, chair)</li> <li>• control of rate of descent (ploughing, carving, short radius, amplitude)</li> <li>• control direction to include plough parallel over a range of amplitudes.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed with inaccurate timing and inconsistent application. The repertoire of available techniques to meet situations is restricted.</li> <li>• Basic influence on the performance and motivation of self.</li> <li>• Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt.</li> <li>• No clear evidence of tactical change(s) in response to the changing conditions/terrains.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of skis (carrying, putting on and taking off)</li> <li>• standing after a fall</li> <li>• side step up/herring bone</li> <li>• traversing</li> <li>• side slipping</li> <li>• straight running (schussing)</li> <li>• stopping (plough, skid/parallel)</li> <li>• use of ski-lift (T-bar, drag, chair)</li> <li>• control of rate of descent (ploughing, carving, short radius, amplitude)</li> <li>• controlled direction and rate of descent to include linked parallel turning with a poleplant.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Competent skills and techniques, with some accurate timing and consistency of application but with errors. Arcs are rhythmical, one turn flowing into the next.</li> <li>• Appropriate and sometimes effective use of physical characteristics/attributes (e.g. movements will coordinate with steering), and psychological control to benefit performance, but with many misjudgements.</li> <li>• Attempts to respond to environmental conditions but with little success.</li> <li>• Attempts to adapt to changes in order to seek to dominate opponent(s) with some success.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of skis (carrying, putting on and taking off)</li> <li>• standing after a fall</li> <li>• side step up/herring bone</li> <li>• traversing</li> <li>• side slipping</li> <li>• straight running (schussing)</li> <li>• stopping (plough, skid/parallel)</li> <li>• use of ski-lift (T-bar, drag, chair)</li> <li>• control of rate of descent (ploughing, carving, short radius, amplitude)</li> <li>• control direction and rate extended to linked parallel turning with appropriately coordinated poleplant, and carved and skidded parallel turns.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good range of skills and techniques, with some accurate timing and consistency of application, while under pressure of conditioned/formal/competitive situation.</li> <li>• Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical change(s) are effective and consistent.</li> <li>• Adapts effectively but inconsistently to competitors in order to seek to dominate opponent(s).</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of skis (carrying, putting on and taking off)</li> <li>• standing after a fall</li> <li>• side step up/herring bone</li> <li>• traversing</li> <li>• side slipping</li> <li>• straight running (schussing)</li> <li>• stopping (plough, skid/parallel)</li> <li>• use of ski-lift (T-bar, drag, chair)</li> <li>• control of rate of descent (ploughing, carving, short radius, amplitude)</li> <li>• control direction and rate to include rhythmical parallel turning across a variety of conditions, and rhythmical arcs and ability to change amplitude of arcs.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good range of skills and techniques, with accurate timing and consistency of application, with few errors even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor, terrain park).</li> <li>• Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, with few errors.</li> <li>• Success when faced with a range of increasingly complex scenarios, including the ability to adapt, improvise and deploy appropriate tactics.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Ability to select a range of routes taking into account hazards, seen and unseen.</li> <li>• Applies appropriate tactical change(s) effectively and consistently in response to the changing competitive situation in order to seek to dominate opponent(s).</li> </ul>

### **Piste classifications**

This table provides a guide to the piste classifications and equivalent level of performance. It is not to be used for direct assessment purposes, but rather to provide a guide as to the piste classification and the typical level of achievement for a skier.

<b>Piste classification</b>	<b>Level</b>
Green	1
Blue	2 and 3
Red	4 and 5
Black	4 and 5

## Snowboarding

This must be assessed on snow, and cannot be assessed on dry slopes.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice. Skills should progress so that they are being performed at a suitable speed on an appropriate gradient, according to the level of ability.</p> <ul style="list-style-type: none"> <li>• handling of board (putting on and taking off)</li> <li>• standing after a fall</li> <li>• side slipping (toe and heel edge)</li> <li>• straight running (schussing)</li> <li>• stopping (skid from both edges)</li> <li>• use of ski-lift (drag, chair)</li> <li>• control of rate of descent (side-slipping, traversing, falling leaf, linked turns, carved and skidded arcs)</li> <li>• control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/ formal/competitive situation. This includes using the skills/techniques (listed in the left-hand column) in either a slalom (1:15 gates depending on level), downhill, border cross or slopestyle. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment.</p> <ul style="list-style-type: none"> <li>• management of the course</li> <li>• managing speed</li> <li>• managing direction</li> <li>• adapting to changing conditions</li> <li>• adapting to changing terrain</li> <li>• adapting to competitors</li> <li>• route selection appropriate to level</li> <li>• use of appropriate physical attributes to benefit the performance (coordination, dynamic balance)</li> <li>• focus and self-control to the demands of the conditioned/formal/competitive situation</li> <li>• can assume a consistent downhill racing position under the effect of the conditions, demands of the event and difficulty of the run, with the ability to perform a controlled stop</li> <li>• ability to adapt to external factors</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for snowboarding

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of board (putting on and taking off)</li> <li>• standing after a fall</li> <li>• side slipping (toe and heel edge)</li> <li>• straight running (schussing)</li> <li>• use of ski-lift (drag, chair)</li> <li>• control of rate of descent (side-slipping, traversing)</li> <li>• control direction (side-slipping on both edges, diagonal side-slipping).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing and inconsistent application. Restricted to use of edge to control speed. Weight may be over back foot, may move weight but lose edge control, steering may be accomplished by whole body turning.</li> <li>• Limited ability to influence the performance and motivation of self and others.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical change(s) in response to the changing conditions/terrains.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of board (putting on and taking off)</li> <li>• standing after a fall</li> <li>• side slipping (toe and heel edge)</li> <li>• straight running (schussing)</li> <li>• stopping</li> <li>• use of ski-lift to extend descent (drag, chair)</li> <li>• control of rate of descent including falling leaf into fall line</li> <li>• control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques performed with inaccurate timing and inconsistent application. The repertoire of available techniques to meet situation is restricted but can chose terrain and speeds of travel appropriate to their level of skill.</li> <li>• Basic influence on the performance and motivation of self.</li> <li>• Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt.</li> <li>• No clear evidence of tactical change(s) in response to the changing conditions/terrains.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of board (putting on and taking off)</li> <li>• standing after a fall</li> <li>• side slipping (toe and heel edge)</li> <li>• straight running (schussing)</li> <li>• stopping (skid from both edges)</li> <li>• use of ski-lift (drag, chair)</li> <li>• control of rate of descent including linked basic turning</li> <li>• control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Competent skills and techniques, with some accurate timing and consistency of application but with errors. Arcs are rhythmical, one turn flowing into the next.</li> <li>• Appropriate and sometimes effective use of physical characteristics/attributes (e.g. movements will coordinate with steering), and psychological control to benefit performance, but with many misjudgements.</li> <li>• Attempts to respond to environmental conditions but with little success.</li> <li>• Attempts to adapt to changes in a conditioned/formal/competitive situation in order to seek to dominate opponent(s) with some success, if applicable.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of board (putting on and taking off)</li> <li>• standing after a fall</li> <li>• side slipping (toe and heel edge)</li> <li>• straight running (schussing)</li> <li>• stopping (skid from both edges)</li> <li>• use of ski-lift (drag, chair)</li> <li>• control of rate of descent (side-slipping, traversing, falling leaf, linked turns, carved and skidded arcs), also to include modification of tempo and intensity of turning to control speed</li> <li>• control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good range of skills and techniques, with some accurate timing and consistency of application, while under pressure of conditioned/formal/competitive situation.</li> <li>• Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical change(s) are effective and consistent but in response to the competition.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation in order to seek to dominate opponent(s), if applicable.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• handling of board (putting on and taking off)</li> <li>• standing after a fall</li> <li>• side slipping (toe and heel edge)</li> <li>• straight running (schussing)</li> <li>• stopping (skid from both edges)</li> <li>• use of ski-lift (drag, chair)</li> <li>• control of rate of descent (side-slipping, traversing, falling leaf, linked turns, carved and skidded arcs)</li> <li>• control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs)</li> <li>• rhythmical turning across a variety of conditions</li> <li>• linking switch turns (back foot leading)</li> <li>• rhythmical arcs and ability to change amplitude of arcs.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good range of skills and techniques, with accurate timing and consistency of application, with few errors even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor, terrain park).</li> <li>• Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, with few errors.</li> <li>• Success when faced with a range of increasingly complex scenarios, including the ability to adapt, improvise and deploy appropriate tactics.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Ability to select a range of routes taking into account hazards, seen and unseen.</li> <li>• Applies appropriate tactical change(s) effectively and consistently in response to the changing environmental conditions and in a competitive situation in order to seek to dominate opponent(s), if applicable.</li> </ul>

### **Piste classifications**

This table provides a guide to the piste classifications and equivalent level of performance. It is not to be used for direct assessment purposes, but rather to provide a guide as to the piste classification and the typical level of achievement for a skier.

<b>Piste classification</b>	<b>Level</b>
Green	1
Blue	2 and 3
Red	4 and 5
Black	4 and 5

## Swimming

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p><b>Stroke:</b> Performance of <b>one</b> of the following strokes: front crawl, back crawl, breast stroke or butterfly. All strokes to include starts, turns and finishes, and to cover appropriate distances to ensure full range of skills is demonstrated.</p> <p><b>Skills/techniques:</b> Start, entry, movement under water, body position, breathing control, arm action and leg kick, coordination of arms and legs, pace of swim, turn, finish.</p>	<p>Candidates will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for one stroke in <b>one</b> of the distances below for their chosen stroke in a race/competitive event:</p> <ul style="list-style-type: none"> <li>• Front crawl: 50 m, 100 m, 200 m, 400 m, 800 m or 1500 m</li> <li>• Back crawl: 50 m, 100 m or 200 m</li> <li>• Breast stroke: 50 m, 100 m or 200 m</li> <li>• Butterfly: 50 m, 100 m or 200 m.</li> </ul> <p>Criteria on which performance is to be judged:</p> <ul style="list-style-type: none"> <li>• Level of technical efficiency and the use of strategies.</li> <li>• Pacing.</li> <li>• Ability to adapt to external factors.</li> <li>• Decision making.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for swimming

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, as appropriate to the chosen stroke in relation to:</p> <ul style="list-style-type: none"> <li>• Maintaining technique</li> <li>• Body position</li> <li>• Arm action</li> <li>• Leg action</li> <li>• Movement under water</li> <li>• Breathing</li> <li>• Timing</li> <li>• Racing starts</li> <li>• Turns</li> <li>• Finishes</li> </ul>	1	1-5	<p>Demonstrates an <b>ineffective</b> level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen stroke, to include the following.</p> <ul style="list-style-type: none"> <li>• The level of technical efficiency and the use of strategies results in a very inefficient and ineffective stroke technique but will deteriorate towards the end and the swim may not be completed.</li> <li>• Body position and breathing are likely to be poor, e.g. is low in the water and head permanently held high out of the water in the front crawl. The arm pulls and leg kicks are poor.</li> <li>• Does not offer a racing start and finishes are slow and inefficient.</li> <li>• Turns are slow with ineffective technique and possibly illegal turns, e.g. in breast stroke and no tumble turns offered.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, as appropriate to the chosen stroke in relation to:</p> <ul style="list-style-type: none"> <li>• Maintaining technique</li> <li>• Body position</li> <li>• Arm action</li> <li>• Leg action</li> <li>• Movement under water</li> <li>• Breathing</li> <li>• Timing</li> <li>• Racing starts</li> <li>• Turns</li> <li>• Finishes</li> </ul>	2	6-10	<p>Demonstrates a <b>basic</b> level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen stroke, to include the following.</p> <ul style="list-style-type: none"> <li>• The level of technical efficiency and use of basic strategies result in inability to maintain technique throughout the swim.</li> <li>• Body position is a little more streamlined and breathing may be basic for part of the swim, but will deteriorate towards the end of the swim and the full swim may not be completed. The arm pulls and leg kicks are inefficient.</li> <li>• Racing starts made but at a basic level and finishes may break some competition rules, e.g. breast stroke.</li> <li>• Turns are quick and show a good drive from the side but tumble turns, if offered are at a very modest level.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, as appropriate to the chosen stroke in relation to:</p> <ul style="list-style-type: none"> <li>• Maintaining technique</li> <li>• Body position</li> <li>• Arm action</li> <li>• Leg action</li> <li>• Movement under water</li> <li>• Breathing</li> <li>• Timing</li> <li>• Racing starts</li> <li>• Turns</li> <li>• Finishes</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of performance of skills, techniques and decision making, with some precision, control and fluency, as appropriate to the chosen stroke, to include the following.</p> <ul style="list-style-type: none"> <li>• The level of technical efficiency and the use of basic strategies enable the student to maintain a competent technique for part of the swim but fatigue is evident towards the end of the swim.</li> <li>• Good body position and efficient breathing and timing, but the style and efficiency may deteriorate towards the end of the swim. The arm pulls and leg kicks are less than mechanically sound.</li> <li>• Racing starts are likely to lack speed and efficiency.</li> <li>• Demonstrates legal starts, turns and finishes and throw-away turns are fast and legal. Tumble turns may be shown and will be good, but lack speed and efficiency.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, as appropriate to the chosen stroke in relation to:</p> <ul style="list-style-type: none"> <li>• Maintaining technique</li> <li>• Body position</li> <li>• Arm action</li> <li>• Leg action</li> <li>• Movement under water</li> <li>• Breathing</li> <li>• Timing</li> <li>• Racing starts</li> <li>• Turns</li> <li>• Finishes</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of performance of skills, techniques and decision making, with good precision, control and fluency, as appropriate to the chosen stroke, to include the following.</p> <ul style="list-style-type: none"> <li>• The level of technical efficiency and the use of advanced strategies will enable the student to maintain their technique through most of the swim.</li> <li>• The stroke is good and efficient in terms of technique, body position, breathing and timing, with the arm pull and leg kick being mechanically sound throughout the swim. Timing, especially in the breast stroke, if offered, is correct.</li> <li>• Racing starts and finishes are efficient with a good underwater action at the start and turn.</li> <li>• Tumble turns are shown as appropriate and are legal and efficient with some finesse.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen stroke in relation to:</p> <ul style="list-style-type: none"> <li>• Maintaining technique</li> <li>• Body position</li> <li>• Arm action</li> <li>• Leg action</li> <li>• Movement under water</li> <li>• Breathing</li> <li>• Timing</li> <li>• Racing starts</li> <li>• Turns</li> <li>• Finishes</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of performance of skills, techniques and decision making, with very good precision, control and fluency, as appropriate to the chosen stroke, to include the following.</p> <ul style="list-style-type: none"> <li>• The level of technical efficiency and the use of advanced strategies, enables the student to maintain a very good technique throughout the swim.</li> <li>• The stroke is very good and efficient in terms of technique and performance, body position, breathing and timing, with the arm pull and leg kick being mechanically sound throughout the swim. Timing, especially in the breast stroke, if offered, is correct.</li> <li>• Legal and very efficient starts, turns and finishes are demonstrated consistently well.</li> <li>• Tumble turns are shown as appropriate and are always fast, legal and efficient.</li> </ul>



## Trampolining

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed the quality of <b>either</b> the four <b>basic</b> categories of skills <b>or</b> the four advanced categories of skills – one from each category.</p> <p><b>Basic categories of skills:</b></p> <ul style="list-style-type: none"> <li>• Basic jumps: tuck jump; pike jump; straddle jump; half twist; full twist.</li> <li>• Basic twists: seat landing, half twist to feet; half twist to seat landing; swivel hips.</li> <li>• Basic landings: seat landing; front landing; back landing.</li> <li>• Basic combinations: seat landing to front landing; front landing to seat landing; front landing, half twist to feet; half twist to front landing; back landing, half twist to feet; half twist to back landing.</li> </ul> <p><b>Advanced categories of skills:</b></p> <ul style="list-style-type: none"> <li>• Advanced twists: one and a half twist jump; half turntable; full turntable.</li> <li>• Advanced landings: back landing to front landing; front landing to back landing.</li> <li>• Advanced landings, including twisting and rotation: back landing, full twist to feet; back landing, half twist to back landing (cradle); back landing, full twist to back landing (cat twist).</li> <li>• Somersaults: three quarter front somersault to back, to feet; front somersault to feet; back somersault to feet.</li> </ul> <p>In addition, they may be judged on any other any other advanced skill not listed above.</p>	<p>Candidates will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/ competitive situation, for a formal 6-, 8-, or 10-bounce routine. This includes using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> <li>• precision</li> <li>• control</li> <li>• fluency</li> <li>• ability to adapt to external factors</li> <li>• decision making</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

### Assessment criteria for trampolining

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, height, tension, control and fluency.</p> <ul style="list-style-type: none"> <li>Performs all four basic categories of skills</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Students may show a 6-bounce routine but this may lack style and control and show travel or gain or both. The skills will lack tension and there will be ineffective technique, even in the simple bounces.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	Demonstrates a <b>basic</b> level of technical accuracy, with little precision, height, tension, control and fluency. <ul style="list-style-type: none"> <li>• Performs all four basic categories of skills.</li> </ul>	2	6-10	Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> <li>• Students may show a 6- or 8-bounce routine but this may lack style and control and show travel or gain or both. The skills will lack tension and there may be basic technique, even in the simple bounces.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5-6	Demonstrates a <b>competent</b> level of technical accuracy, with some precision, height, tension, control and fluency. <ul style="list-style-type: none"> <li>Performs four skills from a mix of basic and advanced skills categories at a competent level.</li> </ul>	3	11-15	Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> <li>Able to perform an 8- or 10-bounce routine competently but will lack style and height and may travel.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, height, tension, control and fluency.</p> <ul style="list-style-type: none"> <li>All four advanced categories of skills attempted. Candidates will demonstrate 'good' levels in at least three of these categories.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>Able to perform a 10-bounce routine with good level of style, height and little travel. Demonstrates an out bounce and controlled stop.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, height, tension, control and fluency. <ul style="list-style-type: none"> <li>• Performs all four advanced categories of skills.</li> </ul>	5	21–25	Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> <li>• Able to perform a 10-bounce routine with very good style and height and very little travel. Demonstrates an out bounce and controlled stop.</li> <li>• The student may wish to show a more difficult routine.</li> </ul>

## Windsurfing

This activity is available for first teaching from September 2020, and first certification from Summer 2021 for the GCSE Short Course and Summer 2022 for the GCSE.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <ul style="list-style-type: none"> <li>• mounting the board</li> <li>• lifting the sail</li> <li>• beach starts</li> <li>• water starts</li> <li>• gybing</li> <li>• tacking</li> <li>• roll tacking</li> <li>• capsize recovery</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. This includes using the skills/techniques (listed in the left-hand column) in either a racing, slalom, freestyle, wave sailing or speed sailing competitive situation. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment:</p> <ul style="list-style-type: none"> <li>• use of appropriate physical attributes to benefit the performance (speed, strength, balance, coordination)</li> <li>• management of the course – best route to take to achieve a successful outcome</li> <li>• managing speed – best start position, most suitable skills and techniques to jump off waves to ride in order to score maximum points</li> <li>• managing direction – linking of well-practised manoeuvres to successfully navigate course or area of water</li> <li>• adapting to changing conditions – taking into account hazards seen and unseen, using the tide, wind and weather pressure to gain advantage of the chop and swell of the water</li> <li>• adapting to competitors – route selection to cover others vs a different way so not covered by others' wind</li> <li>• focus and self-control to the demands of the conditioned/formal/competitive situation</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for windsurfing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• mounting the board</li> <li>• lifting the sail</li> <li>• beach starts</li> <li>• water starts</li> <li>• gybing</li> <li>• tacking</li> <li>• roll tacking</li> <li>• capsize recovery</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	1	1–5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing, inconsistent application and with frequent unforced errors.</li> <li>• Limited ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• No clear evidence of tactical changes in response to the changing conditions. No valid attempt to adapt to changes in a competitive situation to dominate opponents or gain maximum points when managing speed.</li> <li>• Limited ability to influence the performance and motivation of self. Limited psychological control and focus to benefit performance.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• Fails to fully apply and manage risk management issues when planning and undertaking the competitive situation.</li> <li>• Race, slalom, timed freestyle course may not be completed.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• mounting the board</li> <li>• lifting the sail</li> <li>• beach starts</li> <li>• water starts</li> <li>• gybing</li> <li>• tacking</li> <li>• roll tacking</li> <li>• capsize recovery</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	2	6–10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Skills and techniques are performed with inaccurate timing, inconsistent application and with frequent unforced errors.</li> <li>• Basic ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• No clear evidence of tactical changes in response to the changing conditions. Basic attempt to adapt to changes in a competitive situation to dominate opponents or gain maximum points when managing speed, but with little success.</li> <li>• Basic ability to influence the performance and motivation of self. Basic use of psychological control and focus to benefit performance.</li> <li>• Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt.</li> <li>• Able to apply limited risk management issues when planning and undertaking the competitive situation.</li> <li>• Race, slalom, timed freestyle course is completed with difficulty/not completed.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• mounting the board</li> <li>• lifting the sail</li> <li>• beach starts</li> <li>• water starts</li> <li>• gybing</li> <li>• tacking</li> <li>• roll tacking</li> <li>• capsize recovery</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Competent skills and techniques, with some accurate timing and inconsistency of application but with errors.</li> <li>• Some ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Attempts to adapt to changes with some success.</li> <li>• Some influence on the performance and motivation of self. Appropriate use of psychological control and focus, but sometimes misjudges/fails to read a situation.</li> <li>• Attempts to respond to environmental conditions but with little success.</li> <li>• Applies to a competent level, the application of risk management issues when planning and undertaking the competitive situation.</li> <li>• Race, slalom, timed freestyle course is completed with some success but may require additional support.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	<p>Demonstrates a <b>good</b> level of technical accuracy, with good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• mounting the board</li> <li>• lifting the sail</li> <li>• beach starts</li> <li>• water starts</li> <li>• gybing</li> <li>• tacking</li> <li>• roll tacking</li> <li>• capsize recovery</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	4	16–20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good range of skills and techniques, with some accurate timing but inconsistency of application while under pressure of conditioned/formal/competitive situation.</li> <li>• Good level of ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Tactical changes are effective and consistent.</li> <li>• Appropriate and effective psychological control, concentration, timing and focus and motivation of self to benefit performance, with minor misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Applies and manages, to a good level, risk management issues when planning and undertaking the competitive situation.</li> <li>• Race, slalom, timed freestyle course is completed proficiently within time limitations.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, very good precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• mounting the board</li> <li>• lifting the sail</li> <li>• beach starts</li> <li>• water starts</li> <li>• gybing</li> <li>• tacking</li> <li>• roll tacking</li> <li>• capsize recovery</li> <li>• changing direction</li> <li>• altering speed.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good range of skills and techniques, with some accurate timing but inconsistency of application; few errors even when applied in more complex scenarios, e.g. chop and swell.</li> <li>• Very good level of ability to link a series of manoeuvres to manage direction and successfully navigate the course or area of water.</li> <li>• Success when faced with a range of increasingly complex scenarios, including the ability to improvise and deploy tactics. Adapts effectively and consistently to changes in a competitive situation to dominate opponents/achieve maximum points.</li> <li>• Appropriate and effective psychological control, concentration, timing, focus and motivation of self to benefit performance, with few errors.</li> <li>• Responds effectively to environmental conditions. Able to select best route, taking into account hazards, seen and unseen.</li> <li>• Fully applies and manages risk management issues when planning and undertaking the competitive situation.</li> <li>• Race, slalom, timed freestyle course is completed proficiently and safely and within time limits.</li> </ul>

## Boccia

Candidates will be assessed within the classification based on International Boccia Classification Criteria.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills and techniques:</p> <p>The terms used for the range of skills/techniques below allow for the use of the full range of permitted assistive devices and/or assistant ('ramper').</p> <ul style="list-style-type: none"> <li>• Ready position on the court</li> <li>• Propelling the jack ball onto the court</li> <li>• Throwing the six boccia balls</li> <li>• Landing the ball close to the jack</li> <li>• Knocking 'on' the player's own ball</li> <li>• Knocking 'off' the opponent's ball</li> <li>• Cutting in</li> <li>• 'Bouncing bomb'</li> <li>• Blocking</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>The terms used for the range of skills/techniques below allow for the use of the full range of permitted assistive devices and/or assistant ('ramper').</p> <ul style="list-style-type: none"> <li>• Appropriate ball selection (hard/soft).</li> <li>• Appropriate throwing technique selected with type, length, height, speed and angle.</li> <li>• Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as speed of the surface).</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for boccia

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Inconsistent and ineffective throwing of the jack ball into the field of play</li> <li>• Inconsistent and ineffective throwing of boccia balls, failing to get within 3m of the jack ball</li> <li>• With a 1 m diameter hoop positioned on the centre cross, the player is unable to propel at least two of the six balls into the hoop</li> <li>• Skills and techniques, such knocking off/on, cutting in, blocking are executed with inaccuracy and inconsistent application</li> <li>• Inconsistent and ineffective impact on the preparation for performance therefore unable make throws that come close to the jack ball</li> <li>• Little or no movement to prepare for throws leading to inappropriate attempts.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses inappropriate throw in almost all situations and fails to create opportunities for self/partner/team members to throw successfully, thereby always relying on errors of the opponent to score points.</li> <li>• Inconsistent and ineffective control, fluency and accuracy of technique/skill, with no adaptations as necessary.</li> <li>• Fails to respond to playing conditions appropriately, for example, consistently fouling the jack.</li> <li>• Limited success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team.</li> <li>• Not considering time allocations when playing balls (e.g. throwing all of balls within 30 seconds).</li> <li>• Unaware of the need to adapt to changes in a competitive situation such as knocking off self/partner/team member's rather than opponent's ball.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Effective throwing of the jack ball into the field of play</li> <li>• Being able to throw the of first boccia ball to within 3 m of the jack ball</li> <li>• With a 1 m diameter hoop positioned on the centre cross, the player is able to propel 2 out of 6 balls into the hoop</li> <li>• Skills and techniques, such knocking off/on, cutting in, blocking are executed with basic measure of timing, accuracy and with some appropriate application</li> <li>• Able make some throws that come close within 3 m of to the jack ball</li> <li>• Some basic and appropriate movement to prepare for throws leading to some throws landing within 3 m of the jack ball.</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate throw in two out of the six situations and creates some opportunities for self/partner/team members to throw successfully, thereby not relying wholly on errors of the opponent to score points. Able to break a block at three metres for two out of six throws.</li> <li>• Basic control, fluency and adaptation of technique demonstrated.</li> <li>• Demonstrates basic response to playing conditions appropriately on some occasions, for example by ensuring minimal fouls on the jack.</li> <li>• Some success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team.</li> <li>• Timing of skills and techniques means there is basic fluency to the performance. Uses the time allocation for shot preparation, e.g. rounding their boccia balls and adjusting their chair.</li> <li>• Shows basic awareness of the need to adapt to changes in a competitive situation such blocking a shot with the last ball twice given six attempts.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Competent throwing of the jack ball into the field of play</li> <li>• Able to throw the of first boccia ball to within 1 m of the jack ball</li> <li>• Competent impact on the preparation for performance: with a one metre diameter hoop positioned on the centre cross, the player is able to propel three or more balls out of six balls into the hoop</li> <li>• Skills and techniques, such knocking off/on, cutting in, blocking are executed with competent measure of timing, accuracy</li> <li>• Able make at least half the throws come within three metres of to the jack ball</li> <li>• Some appropriate movement of the wheelchair to prepare for throws leading to some throws landing within 3 m of the jack ball.</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Minor adjustments are usually made to improve throwing position (e.g. angle of wheelchair or ramp) to successfully impact on outcome.</li> <li>• Typically chooses appropriate throws in at least three out six attempts and creates some opportunities for self/partner/team to throw successfully, thereby not relying on errors of the opponent to score points.</li> <li>• Typically able to break a block at three metres for at least three of the six throws.</li> <li>• Competent control, fluency and adaptation of technique demonstrated, for example typically blocks shots with their last ball 50% of the time.</li> <li>• Effective responses to playing conditions, e.g. by ensuring minimal fouls on jack, but with misjudgements.</li> <li>• Some success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team.</li> <li>• Timing of skills and techniques means there is some fluency to the performance. Uses the time allocation for shot preparation, e.g. rounding their boccia balls and adjusting their chair.</li> <li>• Some awareness of the need to adapt to changes in a competitive situation such as demonstrating the ability to blocking a shot with the last ball twice given 6 attempts.</li> </ul>



Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Effective throwing of the jack ball into the field of play</li> <li>• Frequently able to throw the first boccia ball to within 50 cms of the jack ball</li> <li>• Good impact on the preparation performance: with a one metre diameter hoop positioned on the centre cross, the player is frequently able to propel four or more balls out of six balls into the hoop</li> <li>• Skills and techniques, such knocking off/on, cutting in, blocking are regularly executed with timing, accuracy</li> <li>• Able to make at least 50% of throws come within three metres of to the jack ball</li> <li>• Appropriate movement of the wheelchair to prepare for throws leading so that from a distance of three metres the player is frequently able to knock his own ball onto the jack.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Makes appropriate adjustments to improve throwing position (e.g. angle of wheelchair or ramp) to successfully impact on outcome.</li> <li>• Typically chooses appropriate throws in at least four out six attempts to create opportunities for self/partner/team members to throw successfully, thereby only rarely relying on errors of the opponent (s) to score points. Typically able to break a block at three metres for at least four of the six throws.</li> <li>• Appropriate and good control, fluency and adaptation of technique demonstrated, for example typically blocks shots with their last ball 60% of the time.</li> <li>• Effective responses to playing conditions, e.g. by ensuring minimal fouls on jack, with few misjudgements.</li> <li>• Good success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team.</li> <li>• Timing of skills and techniques means there is good fluency to the performance. Uses the all the time allocation for shot preparation, e.g. rounding their boccia balls, or entering the field of play to examine the balls.</li> <li>• Shows consistent awareness of the need to adapt to changes in a competitive situation such as demonstrating the ability to blocking a shot with the last ball in at least 50% of throws.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Effective throwing of the jack ball into the field of play to the targeted area</li> <li>• Frequently able to throw the first boccia ball to within 30 ms of the jack ball</li> <li>• Very effective impact on the preparation performance: with a 1-metre diameter hoop positioned on the centre cross, the player is frequently able to propel five or six of the six balls into the hoop</li> <li>• Skills and techniques, such knocking off/on, cutting in, blocking are almost always executed with appropriate timing and accuracy</li> <li>• Able to make at least 50% of throws come within a metre of to the jack ball</li> <li>• Consistent and effective movement of the wheelchair to prepare for throws leading so that from a distance of three metres the player is almost always to knock his own ball onto the jack. Able to play appropriate shot almost without exception.</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Makes consistently effective adjustments to improve throwing position (e.g. angle of wheelchair or ramp) to successfully impact on outcome.</li> <li>• Typically chooses appropriate throws in at least five of the six attempts to create opportunities for self/partner/team members to throw successfully, thereby not relying on errors of the opponent(s) to score points. Typically able to break a block at 5 metres with at least five of the six throws.</li> <li>• Appropriate and very good control, fluency and adaptation of technique demonstrated, for example typically blocks shots with their last ball 70% of the time.</li> <li>• Effective responses to playing conditions, e.g. by ensuring minimal fouls on jack, with very few misjudgements.</li> <li>• Consistent success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team.</li> <li>• Timing of skills and techniques means there is fluency to the performance. Tactically astute; uses the all the time allocation for shot preparation, e.g. rounding their boccia balls, or entering the field of play to examine the balls.</li> <li>• Consistent success in adapting to changes in a competitive situation such as demonstrating the ability to blocking a shot with the last ball in at least 50% of throws.</li> </ul>

## Polybat

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the following skills when performed in isolation or unopposed practice:</p> <p>The terms used for the range of skills below allow for the use of the full range of permitted assistive devices and/or assistants.</p> <ul style="list-style-type: none"> <li>• Hand and arm dexterity</li> <li>• Grip and ready position</li> <li>• Movement</li> <li>• Strokes – forehand and backhand</li> <li>• Serves</li> <li>• Returns</li> <li>• Ball tracking</li> <li>• Reaction time</li> <li>• Tactical awareness: use of side panels, variation of stroke, deception in doubles</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>The terms used for the range of skills below allow for the use of the full range of permitted assistive devices and/or assistants.</p> <ul style="list-style-type: none"> <li>• Tactical awareness: use of side panels, variation of stroke, deception in doubles.</li> <li>• Appropriate stroke selection with length, speed and angle.</li> <li>• Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s) and playing conditions.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>

## Assessment criteria for polybat

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Strokes are executed with ineffectively, with inaccurate timing and inconsistent application</li> <li>• Inconsistent and ineffective impact on the preparation for performance; unable to maintain a rally in a practice situation because of frequent unforced errors</li> <li>• Little or no dexterity and/or movement demonstrated leading to inappropriate strokes being attempted.</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses inappropriate stroke in almost all situations to return the ball and fails to create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points.</li> <li>• Inappropriate and inconsistent control, dexterity and/or accuracy of technique/skill, with no adaptations as necessary.</li> <li>• Fails to respond to playing conditions appropriately.</li> <li>• Limited success when applying a tactical change(s) to the selected stroke(s).</li> <li>• Unaware of the need to adapt to changes in a competitive situation: repeatedly playing the same stroke to serve, never capitalising on weaknesses of opponent(s).</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Strokes are executed with basic measure of dexterity, timing and accuracy and with some appropriate application</li> <li>• Some basic impact on the preparation for performance; able to maintain a rally showing some control of direction and length of stroke in a practice situation but punctuated with unforced errors</li> <li>• Basic dexterity of movement to play strokes effectively, but with some errors</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate stroke in some situations to return the ball but struggles to create openings to dominate rallies, thereby winning some points with effective strokes as well as relying on unforced errors of the opponent to score points.</li> <li>• Appropriate dexterity and/or accuracy of technique/skill, but with some errors and little adaptations as necessary to changing pattern of play.</li> <li>• Attempts responses to playing conditions, but with many inappropriate decisions.</li> <li>• Variable success when applying a tactical change(s) to the selected stroke(s), such as the use of table sides.</li> <li>• Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same stroke to serve, capitalising on some of the opponent(s) weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• Strokes are executed with competent measure of effective dexterity, timing and accuracy and with appropriate application</li> <li>• Effective impact on the preparation for performance; able to maintain a rally showing consistent control of direction and length of stroke in a practice situation but punctuated with some unforced errors</li> <li>• Appropriate and mostly effective movement in order to play most strokes successfully</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate stroke in most situations to return the ball or create openings to dominate rallies, thereby winning points with successful strokes as well as unforced errors of the opponent.</li> <li>• Appropriate and competent control, dexterity and/or accuracy of technique/skill, with some adaptations as necessary to changing pattern of play but with errors.</li> <li>• Effective responses to playing conditions, with misjudgements.</li> <li>• Successes when applying a tactical change(s) to the selected stroke(s), such as choice of serve or use of table sides, but with errors.</li> <li>• Some effective, adaptations to make changes in a competitive situation with some success: such as changing the stroke played, capitalising on opponent(s) weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• A range of strokes are executed with good dexterity, timing and accuracy and with appropriate application in the vast majority of situations</li> <li>• Effective and good impact on the preparation for performance; able to maintain a rally showing consistent control of direction and length of stroke in a practice situation with the strokes played with pace, direction and appropriate length; few unforced errors</li> <li>• Appropriate and effective movement in order to play most strokes successfully.</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate stroke in most situations to return the ball and seeks to create openings to dominate rallies, thereby winning points with effective strokes with little reliance on unforced errors of the opponent.</li> <li>• Appropriate and good control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play but with a few errors.</li> <li>• Effective responses to playing conditions, with minor misjudgements.</li> <li>• Successes when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, with few misjudgements.</li> <li>• Makes effective adaptations to changes in a competitive situation with regular success: such as changing the stroke played, capitalising on own strengths and opponent(s) weaknesses.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> <li>• An extensive range of strokes are executed with very good dexterity, timing and accuracy with appropriate application in almost all situations</li> <li>• Very good and effective impact on the preparation for performance; able to maintain a rally showing consistent control of direction and length of stroke in a practice situation with the strokes played with pace, variety, direction and appropriate length; very few unforced errors</li> <li>• Appropriate and effective movement with speed, balance and rhythm in order to play the appropriate stroke almost without exception</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Chooses appropriate stroke in almost every situation to return the ball and seeks to create openings to dominate rallies, thereby winning points with proactive and effective strokes with no reliance on unforced errors of the opponent.</li> <li>• Appropriate and consistent control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play.</li> <li>• Effective responses to playing conditions.</li> <li>• Consistent and very good successes when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, with only one or two misjudgements.</li> <li>• Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the stroke played, capitalising on own strengths and opponent(s) weaknesses.</li> </ul>





For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121



ISBN 978-1-4469-5137-8  
9 781446 951378 >