

Practical performance assessment criteria



A Level Physical Education

Pearson Edexcel Level 3 Advanced GCE in Physical Education (9PE0)

First teaching from September 2016

First certification from 2018

Issue 5

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Summary of Pearson Edexcel Level 3 Advanced GCE in Physical Education practical performance assessment criteria Issue 5 changes

Summary of changes made between previous issue and this current issue	Page number
All sports and activities, previously split into the categories of; player/performer physical activities; player/performer specialist physical activities; and coach, are now all listed as a single list in alphabetical order.	All
The following clarifying statement has been added to sports/activities including acrobatic gymnastics, amateur boxing, athletics, badminton, BMX cycling, canoeing, diving, equestrian, golf, kayaking, rock climbing, rowing, sculling, skiing, snowboarding, squash, table tennis, tennis, trampolining, windsurfing and all specialist activities: Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation.	8, 14, 27, 33, 39, 51, 57, 63, 75, 81, 107, 113, 151, 157, 189, 208, 214, 220, 226, 256, 268, 274, 280, 292, 299, 305, 311, 340, 346, 352.
Clarification added for association football: 5-aside football is not appropriate as a full-sided competitive game.	20
Clarification added for basketball: Street basketball is not appropriate.	45
Clarification added for BMX: Candidate performance should focus on BMX racing and not the performance on tricks.	57
Clarification added for dance: They are required to show one solo dance or one group dance for practical assessment.	101
Clarification added for rugby league: Tag rugby is not appropriate.	232
Clarification added for rugby union: Full-sided can be in either as a seven-aside or fifteen-aside format.	238
Clarification added for skiing: Skiing must be assessed outdoor and/or indoor on snow, and cannot be assessed on dry slopes.	268
Clarification added for snowboarding: Snowboarding must be assessed outdoor and/or indoor on snow, and cannot be assessed on dry slopes.	274
Clarification added for swimming: Skills/Content Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, for one stroke or event, over a distance that aligns with the NGB regulations. All strokes to include starts, turns and finishes. Synchronised swimming is not appropriate. Stroke: Performance of one of the following strokes: front crawl, back crawl, breaststroke and butterfly. Skills/techniques: Start, entry, movement under water, body position, breathing control, arm action and leg kick, coordination of arms and legs, pace of swim, turn, finish. Distances of events include: Individual freestyle, or front crawl, is the stroke with the most events with competitive races in 50m, 100m, 200m, 400m, 800m and 1500m. Backstroke, breaststroke and butterfly individual events take place over 100m and 200m distances.	286

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.

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*These activities are available for first teaching from September 2020 and first certification from Summer 2022.

1 Introduction

About this publication

An Introduction

This document relates to the Pearson Edexcel Advanced GCE in Physical Education (9PE0) qualification, for first teaching from 2016.

This document is for centres and teachers to use to mark the practical activities that students will perform as part of the assessment for Component 3: Practical Performance. This document contains all the assessment criteria for each physical activity.

The document consists of:

- the requirements of the practical performance assessment tasks and how to apply the assessment grids
- the activity-specific assessment criteria for Component 3.

This document must be read and used in conjunction with the 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

Each of the practical performances is marked out of 40.

Students will be expected to apply skills/techniques to their physical activity in conditioned practice and a formal/competitive situation with the objective being to win the game/succeed against a time/distance target or achieve a score/rating.

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) but may also apply to other activities where necessary.

How to award marks for the levels-based mark scheme

Finding the right level

The first stage is to decide which level the answer 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. Teachers/assessors should be prepared to use the full range of marks available in a level and not restrict marks to the middle of the level, and then move up and 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 displays the skills in the level frequently and consistently, with very few lapses, teacher/assessors should be prepared to award high marks within the level. The top mark in the level is for performances that are as good as can realistically be expected within that level.
- If it displays the skills of the level irregularly, with dips below the standard described, markers should consider awarding marks at the lower end 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 skillful, 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.

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 Player/performer physical activities

Acrobatic Gymnastics

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Students must demonstrate a formal performance in a pair or group, as a top, middle or base. The formal aspect of the assessment will be completed to music, with the candidate performing as part of one of the five group categories (women's pair; men's pair; mixed pair; women's group or men's group).

Skills/Content

Students should be taught to perform as many of the following agilities as possible and be able to demonstrate them as either as individual movements or as a short sequence.

Basic categories of elements:

1. Flexibility: Japana; pike fold; straddle sit; bridge; bridge with one foot on floor; any split; from standing drop back to bridge
2. Static (2''): 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
3. Agility/Tumble: Forward roll to straddle sit; forward roll straight jump; forward roll to stand; backward roll straight jump; backward roll to straddle stand; forward roll 180° 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 one leg cartwheel; handstand forward roll to stand; one-arm cartwheel; cartwheel, chasse step, round off, straight jump; round off, stretch jump, backward roll.

Advanced categories of elements:

1. Flexibility: Backward walkover; forward walkover; Valdez; change leg walkover; one-hand forward or backward walkover; handstand to splits
2. Static (2''): Headstand; half lever; straddle lever; handstand 180° turn; wine glass; handstand 360° turn; chest balance; crocodile
3. Agility/Tumble: 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.

The performance should be judged on artistry; execution of skills and the level of difficulty.

The following technical and expressive skills should be considered when performing the skills in conditioned practices: posture, coordination, balance, strength, control, mobility, focus, projection and amplitude.

In addition, students may be judged on any other any other advanced skill not listed above, including throws, an element in which a gymnast is launched by a partner(s), showing flight in the air and an end position in which the gymnast returns to a standing position on the floor or supported by a partner(s).

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Routine includes performance of skills from the basic elements. • Basic accuracy of actions, dynamics and spatial content, with inconsistent timing. • Projects self with some confidence but focus tends to be inward, lacking in communication of emotion, character and attitude. • There is some evidence of creativity, imagination and originality, although this is quite limited and structured. • The choice of accompaniment is clear but does not always fully reflect the movements, with limited variation in tempo and speed. • Group relationships are evident and there is some, but limited, visible connection with/to partner or other performers in the group.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Routine includes performance of skills from the basic elements. • Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence, and able to communicate some emotion, character and attitude, but focus lacks consistency. • 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. • 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. • Group relationships are planned for, with visible connection to partner or other performers, which may not always be sustained.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements. • Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence and able to communicate emotion, character and attitude, staying focused throughout the routine. • A link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality. • The choice of accompaniment/music is well matched, varying in tempo and speed as appropriate, enhancing the overall impact of the choreographic intent. • Group relationships are appropriate and well planned, with visible connection to partner or other performers throughout the routine.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements. • Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality. • Projects self with excellent confidence and is focused throughout. Able to communicate emotion, character and attitude to produce a highly engaging and committed performance. • 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. • 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. • Group relationships are refined, demonstrating a confident and effective visible connection to partner or other performers in the group throughout the routine.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with outstanding precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements. • Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality. • Projects self with supreme confidence and is completely focused throughout. Able to communicate emotion, character and attitude to produce a highly engaging and committed performance. • A very 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. • 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. • Group relationships are very highly refined, demonstrating an extremely confident and effective visible connection to partner or other performers in the group throughout the routine.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Amateur Boxing

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. 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.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Skills/techniques:

- stance and guard
- footwork.

Attack:

- using straight punches, with either hand, to the target area
- against straight punches to the body target.

Defence:

- against straight punches to the head target.

Tactical awareness:

- boxing skills to be used against opponent and adapted according to their physique and style.
- use of technique to benefit the performance (e.g. strength, endurance, speed, agility, flexibility, coordination)
- ability to avoid being hit
- ability to dominate opponent and exploiting opponent's weaknesses
- ability to pace self during a formal/competitive situation
- taking into account external factors e.g. crowd, actions of opponent

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. Stance and guard: demonstrates 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. Footwork: unable to attack from a solid and firm base, will lack balance and coordinated footwork and their punching will lack power and coordination. Attack: 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. Defence: during the competitive situation they will show basic ability to slip punches, read their opponent's tactics and use their footwork and hands to slip to quickly avoid their opponent's punches.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. Stance and guard: 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.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Footwork: 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. Attack: 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. Defence: during the competitive situation they will show a competent ability to defend using arms, trunk and feet on the move.

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. Stance and guard: 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.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Footwork: 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. Attack: able to change punching tempo. Demonstrates good 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. Defence: demonstrates 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.

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Stance and guard: with bodyweight correctly distributed on the balls of the feet, gloves closed but not clenched. Hands held on the correct power line. Footwork: 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. Attack: in sparring or in the competitive situation 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. Defence: demonstrates slipping punches, parry, blocks, bob and weave, counter punching anticipation skills using single punch counters and counter attacks using either hand. Maintains very good defence.

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Stance and guard: guard relaxed, chin down and lead hand off-set. Can react with outstanding speed, precision and timing and adjust stance in attack and in defence according to the situation and their opponent's movements. Footwork: demonstrates outstanding ability to change speed in defence and in attack, using the feet. Maintains body balance at all times. Reacts with outstanding speed to opponent's moves showing excellent attacking and defensive movement. Attack: in sparring or in the competitive situation able to use feints to outthink and deceive the opponent. Outstanding use of hands and feet in phased and very powerful combination attacks, showing a variety of very powerful attacking punches to the head and body, including straight punches, hooks and uppercuts. Ability to counterpunch with power and precision. Defence: demonstrates outstanding skill in slipping punches, parry, blocks, bob and weave, counter punching anticipation skills using single punch counters and counter attacks using either hand. Maintains outstanding defence.

Association Football

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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. **5-aside football is not appropriate as a full-sided competitive game.**

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position.

Outfield players and goal keeper (where appropriate):

- passing (short passes - push pass, instep)
- running with the ball (dribbling, feints, step overs)
- receiving the ball and control (first touch, either/both feet, thigh, chest)
- tackling (block, slide)
- heading (attack/defence)
- jockeying (shadowing ball/player, channelling)
- striking the ball (shooting, clearing, long passes)
- turning with the ball – recycling (Cruyff, drag back)
- throw ins – attack defence (short/long)
- restarts – attack/defence (corners, free kicks)
- contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence)
- contribution to set play/moves, e.g. e.g. free kicks, corners, throw ins (attack and defence)
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player).

Skills/Content

Goalkeeping (if player's chosen position):

- shot stopping – angles, off line/down line, free kicks
- dealing with crosses – high/low
- dealing with back passes (keeping possession. long clearances)
- kicking (punt, goal kicking)
- 1 v. 1, attacker v. keeper – denying space, body position
- handling (catching, parry)
- distribution (throws, short passes)
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Athletics – Field events

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. 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).

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation in **one** of the following events:

high jump, pole vault, long jump, triple jump, shot putt, javelin, hammer or discus.

Jump: high, pole, long, or triple.

- run-up
- take-off
- flight
- landing.

OR

Throw: shot putt, javelin, hammer, or discus.

- initial stance
- grip
- preparation
- movement
- release
- recovery.

Candidates should consider and apply the following:

- select the most appropriate techniques and tactics relevant for their field event
- adjust run-ups, take-offs and/or throwing technique to maximise performance based on feedback and past experience
- take account of external factors, e.g. weather, crowd, deciding entry points, starting heights/lengths, techniques.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. Jumps • Run-up – vertical: lacks attack on approach and an elementary idea of setting out the run-up. • Run-up – horizontal: shows hesitation before the board, no board awareness. • Take-off: lacks speed and attack. May take-off too close to or too far away from the bar, may hesitate. • Flight – vertical jumps: shows some technique, using Fosbury, but is not used to aid bar clearance. • Flight – long jump: some simple form of technique may emerge. • Flight – triple jump: the three phases may not be well spaced, probably lacking in the step phase. Lacks rhythm. • Landing – vertical jumps: may not land on the correct part of the body and the jump still resembles a scissors jump • Landing – horizontal jumps: lacking in leg shoot. Falls back due to lack of body control and speed. Throws • Grip: basic grip for chosen throw. Reasonably effective standing throw. • Preparation: may not get into the correct position, for example 'T'. position in shot, straight leg or position of shot in neck. • Movement: basic level of movement e.g. turns performed to basic level in discus and hammer. • Release: may finish incorrectly, poor balance.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. Jumps • Run-up – vertical: some attack on approach, tall posture and natural leaning away from the bar, with correct rhythm and/or sprint. • Run-up – horizontal: competent speed on the approach with sufficient sprinting action. • Take-off – vertical: shows some attack. The leading leg shows some drive upwards, assisted by the leading arm. • Take-off – horizontal: shows some attack but may still lack the lift due lack of technique. Improved board awareness. • Flight – vertical: lay out position (bar clearance) shows increased arch in the back (with hips pushed up). • Flight – long jump: some idea of technique, e.g. the hang, may start to appear, can hold body tall in the air. • Flight – triple jump: may lack rhythm and distribution in phasing (reaches between phases). May run out of speed in the jump. • Landing – vertical jumps: may land on correct part of the body but facing the direction of run-up rather than the bar. • Landing – horizontal jumps: attempts to get the legs forward of the body assisted by more speed. Throws • Grip: uses correct grip for chosen event. • Preparation: achieves a competent position, e.g. bend of the leg in shot. • Movement: competent travel and trunk position, but may lack speed, e.g. across shot circle. • Release: competent throw but may arrive in the wrong position, e.g. standing up in the shot. May lack drive from the leg.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. Jumps • Run-up – vertical: accurate and shows good rhythm with increased speed into the bar. • Run-up – horizontal: fast, powerful approach with good sprinting action, does not slow excessively prior to the board • Take-off: 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. • Flight – vertical jumps: leading arm rises high over the bar and flight is controlled. Hips are pushed upwards aiding bar clearance. • Flight – long jump: good level of technique, holds a good upright posture. • Flight – triple jump: phasing includes step contributing more to the complete jump, shows equal phases with no visible reaching. • Landing – vertical jumps: lands on correct part of the body, correct position on the bed. • Landing – horizontal jumps: leg shoot beginning to appear, landing with soft controlled landing and forward/sideways body momentum. Throws • Grip: good grip, appropriate to event. • Preparation: good position, balanced, relaxed and controlled. • Movement: shows some speed and aggression in the run-up, turn or glide/step back. • Release: shows good drive to achieve good angle.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. Jumps • Run-up – vertical: correct shape, very good rhythm and aggression. Run-up is correctly marked out. • Run-up: horizontal: fast and aggressive, with very good sprinting action. • Take-off – vertical: 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. • Take-off – horizontal: speed transferred into very good lift, shows triple extension (of the hip, knee and ankle). Very good board awareness and accuracy. • Flight – vertical jumps: very good shape in flight, hips pushed up to aid bar clearance, legs raised. • Flight – long jump: very good height, correct technique, little forward rotation. • Flight – triple jump: 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. • Landing – vertical jumps: lands well on correct part of body and facing back towards the bar. • Landing – horizontal jumps: very good leg shoot and sink to complete the jump, body weight travels forward or sideways when landing. Throws • Grip: very good grip, appropriate to event. • Preparation: very good position, well balanced, relaxed and controlled. • Movement: very good rhythm and timing, e.g. slow build-up, fast finish, correct feet movement and placement. • Release: 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.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. Jumps • Run-up – vertical: optimal shape, outstanding rhythm and aggression. Run-up is correctly marked out. • Run-up: horizontal: very fast and aggressive, with outstanding sprinting action. • Take-off – vertical: demonstrates an 'active' foot plant at take-off, with quick and flat, down and back action. • Take-off – horizontal: speed transferred into outstanding lift, shows triple extension (of the hip, knee and ankle). Outstanding board awareness and accuracy. • Flight – vertical jumps: Clearance occurs over the middle of the bar at the highest point of the jump. Knees are spread to allow for greater body arch. • Flight – long jump: holds take-off extension (body tension) during early flight. Brings arms above head during flight phase. Bring legs forward together prior to landing. • Flight – triple jump: demonstrates the ability to keep the head and hips high and body upright throughout jump phases. Brings take-off leg through, with thigh parallel to the ground in hop phase. Drives knee high and holds it high and parallel to ground during flight in step phase. • Landing – vertical jumps: lands very well on correct part of body and facing back towards the bar. • Landing – horizontal jumps: reaches legs out in front at landing. Lands with heels first, and bends knees to absorb momentum. Throws • Grip: outstanding grip, appropriate to event. • Preparation: outstanding position, very well balanced, relaxed and controlled. • Movement: outstanding rhythm and timing, e.g. slow build-up, fast finish, correct feet movement and placement. • Release: reaches front of the circle in optimal delivery position. Throwing arm left behind until the last moment (except hammer), outstanding drive from hip and powerful release, made at the correct angle.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Athletics – Track events and cross country

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. 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).

5K and 10K track and cross-country running are available for first teaching from September 2020 and first certification from Summer 2022.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation in **one** of the following events:

100m, 200m, 400m, 800m, 1500m, 3000m, 5000m, 10000m, 100m/110m hurdles, 400m hurdles, 2000m steeplechase or cross country (6500–7500m). Long-distance running must not exceed 10,000 metres.

Skills/techniques:

- starts
- posture
- pacing
- leg and arm action
- coordination of legs and arms
- stride pattern.

Students should consider and apply the following:

- select the most appropriate techniques and tactics relevant for their event
- adapt chosen techniques to maximise performance based on feedback and past experience
- take account of external factors, e.g. track or course conditions, weather, crowd, competitors in race
- apply pace judgement.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation, to include the following. • Starts: basic level of start position, but head may be too high or hips too high or low in set. • Sprints – posture: head may lack stability with tight shoulders, lacking drive from arms, legs with low knee lift. • Hurdling (sprint hurdles): lacking rhythm between hurdles, basic reaches between hurdles, can only clear medium-height obstacles. • 800m, 1500m, 3000m, 5000m, 10000m, steeplechase, cross-country: lacking pace judgement and tactical awareness. Attempts to run with an economical style but unable to do so. Unable to respond to changes in pace to improve performance and position nor influence the pace of race. Little tactical awareness.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Starts: competent start position but with some errors. • Sprints – posture: stable head action and loose in shoulders, some drive from arms, leg drive more apparent with competent knee lift. • Hurdling (sprint hurdles): competent rhythm between hurdles, can lead with preferred lead leg, can clear standard-height hurdles. • 800m, 1500m, 3000m, 5000m, 10000m, steeplechase, cross-country: able to judge pace accurately; economical style is apparent, but becomes less so towards end of race. Tries to respond to changes to pace by other competitors to improve performance and position but with limited effect and success. Some tactical awareness but does not attempt to influence the outcome of the race.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Starts: sprint start shows a good pick-up with gradual body rise. • Sprints – posture: good and maintained for most/all of the race, relaxed shoulders, good arm drive and knee lift. • Hurdling (sprint hurdles): good rhythm and speed between hurdles, can lead with either leg, can clear standard-height hurdles. • 800m, 1500m, 3000m, 5000m, 10000m, steeplechase, cross-country: good pace judgement with economical style throughout. Responds to changes in pace by other competitors to improve performance and position with some success. Good level of tactical awareness and seeks to influence outcome of the race by, for example, attempting to influence the pace of the race, and with some success.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Starts: fast reactions and pushes both feet at the start, keeping low and gradually rising. • Sprints – posture: very good knee lift appropriate to the event, powerful leg drive apparent, very good level of technique on the bend, as appropriate. • Hurdling (sprint hurdles): 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. • 800m, 1500m, 3000m, 5000m, 10000m, steeplechase, cross-country: very good technique over full distance. Shows pace judgement by hitting certain markers in specified times, and is able to respond to changes in pace if required to improve performance and position. Shows very good tactical awareness and is able to influence the outcome of the race by, for example, influencing the pace of the race, and with success.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Starts: outstanding reactions, feet are kept low and drive back with piston-like action in first 5–7 strides. • Sprints – posture: combines acceleration phase with full flight running. Uses a fast, relaxed arm action, emphasising the drive backwards. Evidence of speed, endurance and technique maintenance. • Hurdling (sprint hurdles): fully extends hip, knee and ankle joints at take-off, driving forward; outstanding rhythm and speed between hurdles; shows a dynamic lead leg and short lateral trail leg. • 800m, 1500m, 3000m, 5000m, 10000m, steeplechase, cross-country: outstanding technique over full distance. Maintains own pace regardless of other athletes' pace, but is also able to respond efficiently and effectively to changes in pace if required to improve performance and position. Shows outstanding tactical awareness and is able to dominate the outcome of the race, by, for example, influencing the pace of the race with consistent success.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Badminton

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Students will be assessed on the quality of the following skills, techniques and decision-making processes to meet the formal/competitive situation.

- Serves - low and short, high and deep, flick, drive
- Clear shot – forehand and backhand; attacking and defending; overhead, underarm
- Drop shot – fast, slow
- Drives shot – forehand, backhand; cross court and down-the-line
- Smash
- Block shot - drop, straight, angled
- Net shots – forehand, backhand
- Lift
- Round-the-head clear
- Appropriate choice of shot in relation to situation.
- Application of skills/techniques in tactics: movement pressure, deception, serving, attack/defensive formations in doubles (if offering as a team activity)
- Appropriate shot selection with length, height, speed and angle
- 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 such as the speed of the court)
- Contribution to open play: keeping/regaining possession, support (attack and defence)
- Contribution to set play/moves
- Demonstrating communication and influence on team performance if offering as a team activity

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level • Basic shot selection to return the shuttle or create openings to dominate rallies, only winning some points with effective shots as well as relying on unforced errors of the opponent to score points • Basic influence on the performance and motivation of self. • Any tactical changes are ineffectively applied in response to the opponent's actions, with multiple misjudgments. • Attempts are made to adapt to changes in a competitive situation but with little success; such as: occasionally varying the return of serve, capitalising on some of the opponent(s) weaknesses or occasionally adapting to an opponent who hits with more power and depth.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level • Competent shot selection to return the shuttle or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent. • Some influence on the performance and motivation of self. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success; such as: varying the return of serve, capitalising on some of the opponent's weaknesses or adapting to an opponent who hits with more power and depth.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level. • Good shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent. • Good influence on the performance and motivation of self. • Tactical changes are effective in response to the opponent's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents with a good level of success; such as: varying the return of serve, capitalising on the opponent's weaknesses or adapting to an opponent who hits with more power and depth.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level. • Very good shot selection 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. • Very good influence on the performance and motivation of self. • Applies tactical changes effectively in response to the opposition's actions, with few, if any misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success; such as: changing the shot played with improvisation, capitalising on own strengths and opponent's weaknesses to beat an opponent who hits with more power and depth.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level. • Outstanding shot selection and seeks to create openings to dominate rallies, thereby winning points with a variety of proactive and effective shots without reliance on unforced errors of the opponent. • Outstanding influence on the performance and motivation of self. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success; such as: changing the shot played with improvisation and disguise, capitalising on own strengths and opponent's weaknesses to beat an opponent who hits with more power and depth.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Basketball

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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. **Street basketball is not appropriate.**

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position:

- passing – chest, bounce, javelin, overhead
- shooting – lay-up, reverse lay-up, set, jump
- dribbling – either hand, changes of direction, pace, crossover, spin
- rebounding and boxing out
- footwork – pivot, stop
- application in competitive situation: fast break, give and go, 1 vs 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
- 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).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Blind Cricket

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation.

Students will be assessed within the classification defined by the World Blind Cricket Council (WBCC), using rules and equipment as described by the WBCC.

Students will be assessed in **two** of the three roles: batting, bowling, fielding/keeping wicket.

- **Batting** – 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.
- **Bowling** – 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.
- **Fielding** – stopping and returning; catching close to/away from batsman; throwing to wicketkeeper or at the stumps; chasing and returning.
- **Wicket keeping** – positioning (in relation to pitch and type of bowler); stance; receiving ball from bowling/fielding; catches; stumping and run-outs.
- Decision making to optimise performance.
- 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).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

BMX Cycling

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. The assessment of this activity will be in the form of racing on off-road tracks only. Candidates are required to wear a full-face helmet, gloves and other appropriate clothing suitable for racing and to observe NGB guidelines regarding health and safety. Candidate performance should focus on BMX racing and not the performance on tricks.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Candidates should demonstrate the following skills as part of the assessment:

- starting to ride from a start hill – standing start, starting from side of track
- manuals – lifting wheels
- bunny hops
- seated wheelies
- braking – in a straight line, feathering
- cornering – riding a berm
- jumps – table top, flat jumps, pro set, gap
- BMX slalom
- BMX slide
- pumping – riding a section of the track without pedaling
- changes in speed – acceleration.

Candidates will also be assessed on:

- the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a formal/competitive situation, including using the skills/techniques from above, as well as:
 - sprint racing against others on a purpose-built off-road single-lap race track, including motos
 - application of skills and techniques in conjunction with physical fitness of the rider to benefit personal performance
 - 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
 - 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
 - ability to adapt to the environment and changing circumstances (e.g. weather, track conditions, competitor's actions, adjusting pace, use of correct tyres)
 - ability to demonstrate an awareness of other riders and the changing/evolving situation on the track to optimise performance and position.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1– 4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic standard, with inaccurate timing and with multiple errors and misjudgments. • Basic levels of performance in terms of speed and strength to complete the course; inconsistent and inappropriate riding technique to try to maximise pace and minimise energy expenditure when sitting or standing. • Basic influence on the performance and motivation of self and others. • Attempts to respond to environmental conditions, but with multiple misjudgments. • Any tactical changes and race strategies are ineffectively applied in response to the opposition's actions, and with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little or no success. • Demonstrates a basic ability to distinguish between the demands of different races which, together with poor pace judgement, is reflected in the race performance.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent standard, with some accurate timing of application and with errors and misjudgments. • Competent levels of performance in terms of speed and strength to complete the course; some consistent and appropriate riding technique to try to maximise pace and minimise energy expenditure when sitting or standing. • Some influence on the performance and motivation of self and others. • Attempts to respond to environmental conditions, but with only with occasional success. • Tactical changes and race strategies are attempted and sometimes effective in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success. • Demonstrates some ability to distinguish between the demands of different races which, together with an attempt to make effective pace judgement, is reflected in the race performance.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good standard, with mostly accurate timing of application but with occasional errors and misjudgments. • Good levels of performance in terms of speed and strength to complete the course; good riding technique to maximise pace and minimise energy expenditure when sitting or standing. • Good influence on the performance and motivation of self and others. • Responds to environmental conditions to enhance performance with some success – mostly able to predict and anticipate changes in speed and track and often able to adapt performance to achieve success. • Tactical changes and race strategies are often attempted but are mainly reactive to the performance of opponents. Demonstrates good skills to identify and select optimum race line with some success but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with some success. • Demonstrates good ability to distinguish between the demands of different races which, together with increasingly effective pace judgement, is reflected in the race performance.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good standard, with accurate timing of application and with very few errors and misjudgments. • Very good levels of performance in terms of speed and strength to complete the course; very good riding technique to maximise pace and minimise energy expenditure when sitting or standing. • Very good influence on the performance and motivation of self and others. • Responds effectively to environmental conditions to enhance performance with considerable success – frequently able to predict and anticipate changes in speed and track and is consistently able to adapt performance to achieve success. • Tactical changes and race strategies are frequently attempted and often proactive in order to dominate opponents. Demonstrates very good skills to identify and select optimum race line with considerable success and only rare misjudgments. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents, with considerable success. • Demonstrates very good ability to distinguish between the demands of different races which, together with effective pace judgement, is reflected in the race performance.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding standard, with very accurate timing of application and with rare errors and misjudgments. • Outstanding levels of performance in terms of speed and strength to complete the course; outstanding riding technique to maximise pace and minimise energy expenditure when sitting or standing. • Outstanding influence on the performance and motivation of self and others. • Responds very effectively to environmental conditions to enhance performance with considerable success – frequently and consistently able to predict and anticipate changes in speed and track and is regularly able to adapt performance to achieve success. • Tactical changes and race strategies are always attempted and are proactive in order to dominate opponents. Demonstrates outstanding skills to identify and select optimum race line with significant levels of success and only very rare misjudgments. • Adapts highly effectively and consistently to changes in a competitive situation to dominate opponents, with considerable success. • Demonstrates outstanding ability to distinguish between the demands of different races which, together with effective pace judgement, is reflected in the race performance.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Boccia

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

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation.

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').

- Ready position on the court
- Propelling the jack ball onto the court
- Throwing the six boccia balls
- Landing the ball close to the jack
- Knocking 'on' the player's own ball
- Knocking 'off' the opponent's ball
- Cutting in
- 'Bouncing bomb'
- Blocking
- Appropriate ball selection (hard/soft)
- Appropriate throwing technique selected with type, length, height, speed and angle
- 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)

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Impact in a competitive situation is at a basic level: is able to make straight forward decisions such as where to aim to put the jack into play, to influence the outcome of the game with limited success. • Basic level of control, fluency and adaptation of technique demonstrated. • Demonstrates basic response to playing conditions, for example, by ensuring minimal fouls on the jack, but with multiple misjudgments. • Limited success for self/partner/team when applying tactical change(s) to the selected throw(s). • Timing of skills and techniques means there is basic fluency to the performance. Uses time allocation for shot preparation, e.g. rounding their boccia balls and adjusting their chair. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success: such as failing to respond to previous shots of their own or the opposition.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Impact in a competitive situation is at a competent level: such as using appropriate underarm/overarm technique to influence the outcome of the game with some success. • Competent level of control, fluency and adaptation of technique demonstrated. • Demonstrates competent response to playing conditions, for example, by ensuring minimal fouls on the jack, but with misjudgments. • Some success for self/partner/team when applying tactical change(s) to the selected throw(s). • Timing of skills and techniques means there is some fluency to the performance. Uses time allocation for shot preparation, e.g. rounding their boccia balls and adjusting their chair. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success: such as playing blocking shots with their last ball.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Impact in a competitive situation is at a good level: such as using appropriate underarm/overarm technique to influence the outcome of the game with good success. • Good level of control, fluency and adaptation of technique demonstrated. • Demonstrates good response to playing conditions, for example by ensuring minimal fouls on the jack, with minor misjudgments. • Good level of success for self/partner/team when applying tactical change(s) to the selected throw(s). • Timing of skills and techniques means there is good fluency to the performance. Uses time allocation for shot preparation e.g. rounding their boccia balls or entering the field of play to examine the balls. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success: such as keeping the jack ball short or making effective use of time allowances.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Impact in a competitive situation is at a very good level: such as using appropriate underarm/overarm technique to successfully influence the game with proactive and effective play. • Very good level of control, fluency and adaptation of technique demonstrated. • Demonstrates very good response to playing conditions, for example by ensuring minimal fouls on the jack, with few, if any, misjudgments. • Very good level of success for self/partner/team when applying tactical change(s) to the selected throw(s). • Timing of skills and techniques means there is very good fluency to the performance. Tactically astute: uses time allocation for shot preparation e.g. rounding their boccia balls, or entering the field of play to examine the balls • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success: such as playing blocking shots with their last ball, with few, if any, misjudgments.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Impact in a competitive situation is at an outstanding level: such as using appropriate underarm/overarm technique to dominate the outcome of a game with proactive and effective play. • Outstanding level of control, fluency and adaptation of technique demonstrated. • Demonstrates outstanding response to playing conditions, for example by ensuring minimal fouls on the jack, without misjudgments. • Outstanding level of success for self/partner/team when applying tactical change(s) to the selected throw(s). • Timing of skills and techniques means there is outstanding fluency to the performance. Tactically astute: uses time allocation for shot preparation e.g. rounding their boccia balls, or entering the field of play to examine the balls. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success: such as keeping the jack ball short or throwing long, or making effective use of time allowances.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Camogie and Hurling

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position.

- Passing (e.g. puck, hand pass)
- Pick up (e.g. roll lift, jab lift)
- Controlling a moving ball
- Catching (e.g. chest catch, overhead catch)
- Batting a ball overhead
- Tackling – ability to tackle without fouling (e.g. hook, block)
- Running with the ball (e.g. ability to control the sliotar while soloing, evading tackles)
- Shooting (e.g. points, goals)
- Ground strike from open play
- Marking (ability to limit opponents' influence on the game)
- Contribution to open play (e.g. making supporting runs, getting open for a pass, tracking back and covering on defence)
- Contribution to set plays (e.g. free taking, side-line cuts)
- Communication (e.g. calling for the ball at appropriate times, positive encouragement)
- Decision making (e.g. correct decision to use hand pass over puck, shooting when appropriate, running with the ball when appropriate)
- Application of game plan – open play/set play.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Ineffective influence on the performance and motivation of self and others. • Rarely communicates during the game with little impact. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. • Shows little will to contest for possession in difficult situations.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Attempts to adapt to changes in a competitive situation in order to seek to dominate opponent(s), with some success. • Shows some will to contest for possession in difficult situations.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success. • Shows a good level of will to contest for possession in difficult situations.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Adapts effectively to changes in a competitive situation in order to seek to dominate opponent(s), with a very good level of success. • Shows a very good level of will to contest for possession in difficult situations.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Adapts highly effectively to changes in a competitive situation in order to seek to dominate opponent(s), with an outstanding level of success. • Shows an outstanding level of will to contest for possession in difficult situations.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Canoeing

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive or journey situation paddling either solo or tandem:

- Assisted lifting, carrying and launching the craft;
- Forward paddling;
- Stopping and reverse paddling;
- Turning – both static and whilst moving;
- Support strokes;
- Sideways – both static and whilst moving;
- Self-rescue (assisted by others or swim to the shore with their equipment);
- An appropriate deep-water rescue of another paddler and their equipment;
- Towing an incapacitated paddler with an appropriate towing system;
- Returning to the bank and exiting the craft

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others; • Attempts to respond to environmental conditions, but with multiple misjudgments; • Journeying is completed with difficulty or uncompleted.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some response to environmental conditions, but with misjudgments. • Journeying is completed with some successes but may require additional support.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective response to environmental conditions, but with minor misjudgments. • Journeying is completed to a good level within time limitations.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective response to environmental conditions, with few, if any, misjudgments. • Journeying is completed to a very good level within time limitations.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective response to environmental conditions, without misjudgments. • Journeying is completed to an outstanding level within strict time limits. • Securing the boat, disembarking is completed with outstanding effect.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Coach

The following is assessment criteria for the coach. It can be applied to the assessment of the coach in all of the physical activities in the set list.

Skills/Content

Students will be assessed on their ability to coach effectively through the planning, organisation and delivery of coaching sessions to an individual, group or team while under observation in conditioned practice and a formal/competitive situation:

- judgement of the authority shown by the coach
- sport/activity specific knowledge (of laws, techniques, safeguarding and regulations)
- strategy/planning/aim
- organisation (logistics, planning, health and safety, risk management)
- motivation/inspiration/empathy with individual, group or team
- performance of coaching in a formal/competitive situation – ability to communicate, adapt, and refine – their coaching style and strategies to meet their aim(s)
- analysis and evaluation – feedback and guidance before, during and after the formal/competitive situation, reflecting potential changes in strategy
- use of appropriate physical characteristics/attributes to benefit their own performance
- demonstrate psychological control (e.g. anxiety, arousal, aggression).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	The coach has demonstrated little authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Inappropriate and little organisation, with no clear or relevant aim(s), failing to utilise SMART(ER) principles, with inappropriate coaching not relevant to the skill, abilities and fitness of the individual, group or team. • Unclear and convoluted coaching delivery, reflecting a lack of sport/activity-specific knowledge. • Ineffective adaptations of communication and coaching style, reflecting a lack of empathy in meeting the needs of individual, group or team through the use of voice, gesture and/or demonstration. • Responding poorly and inappropriately to changing formal/competitive situation and/or external conditions. • The feedback and guidance (based on poor quality interpretation of performance data and/or observation) when given is inaccurate, lacks support for and not targeted to needs of an individual, group or team. • Self-reflection demonstrates limited consideration of the areas for personal improvement as a coach.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	The coach has demonstrated limited authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. - Some evidence of appropriate and structured organisation, with a defined aim(s), a limited use of SMART(ER) principles, with emerging coaching relevant to the skill, abilities and fitness of an individual, group or team. - The level of coaching delivery, reflects some simplistic sport/activity-specific knowledge. - Adaptations of communication and coaching structure/methods support in part with emerging empathy the needs of an individual, group or team seen through the occasional appropriate use of voice, gesture and/or demonstration responding with occasionally flexibility and corrections to a changing formal/competitive situation and/or external conditions. - Attempts to respond to changing formal/competitive situation and/or external conditions with limited success. - The feedback and guidance is mainly uninformative (based on a simplistic interpretation of performance data and/or observation) and when given only occasionally meets the needs of individual, group or team. - Self-reflection demonstrates some relevant insight when considering of the areas for personal improvement as a coach.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	The coach has demonstrated an emerging level of authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Invariably appropriate and structured organisation, with a defined aim(s), based in part on the full use of SMART(ER) principles, with observations of appropriate coaching relevant to the skill, abilities and fitness of the individual, group or team. • Reliable quality coaching delivery, reflecting a developing sport/activity-specific knowledge. • Increasing and more effective adaptations of communication and coaching style, showing appropriate empathy to meet the needs of individual, group or team are seen through the developing use of voice, gesture and/or demonstration. • Responses show signs of flexibility to the changing formal/competitive situation and/or external conditions. • The feedback and guidance (based on some accurate interpretation of performance data and/or observation) when given can be relevant and targeted to needs of individual, group or team. • Self-reflection demonstrates a more secure insight into the areas for personal improvement as a coach.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	The coach has demonstrated a secure level of authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Appropriate and structured organisation, with a defined aim(s), effectively using SMART(ER) principles, with appropriate coaching relevant to the skill, abilities and fitness of the individual, group or team, with occasional errors. • Sessions reflect clear, concise, and increasingly effective coaching delivery, reflecting a more detailed range of sport/activity-specific knowledge and an invariably ability to manage the coaching environment. • Evidence of effective adaptations of communication and coaching style, showing appropriate empathy to meet the needs of individual, group or team, with few, if any, errors in the use of voice, gesture, and/or demonstration. • Responses to changing formal/competitive situation and/or external conditions are flexibly and correct with only minor misjudgments. • The feedback and guidance (based on accurate interpretation of performance data and/or observation) given is accurate, relevant and targeted to needs of individual, group or team, with only few minor misjudgments and the use of coaching aids e.g. video, may be employed. • Self-reflection demonstrates informative considerations of the areas for personal improvement as a coach.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	The coach has demonstrated an assured level authority in the planning, organisation, delivery and evaluation of their coaching when under the demands of a formal/competitive performance with an individual, group or team. • Appropriate and structured organisation, with a clearly defined aim(s), fully utilising SMART(ER) principles, with appropriate coaching relevant to the skill, abilities and fitness of the individual, group or team. • Clear, concise, and effective coaching delivery, reflecting a thorough sport/activity-specific knowledge and a mature ability to manage the coaching environment. • Effective and enhancing adaptations of communication and coaching style, showing appropriate empathy to meet the needs of individual, group or team seen through the effective use of voice, gesture and/or demonstration. • Responding flexibly and correctly to changing formal/competitive situation and/or external conditions. • The feedback and guidance (based on accurate interpretation of performance data and/or observation) given is insightful, relevant and targeted to needs of individual, group or team and the use of coaching aids, e.g. video may be employed. • Self-reflection demonstrates critical and insightful considerations of the areas for personal improvement as a coach.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Cricket

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the candidate's specialist role (i.e. as a batter, all-rounder or wicketkeeper).

- **Batting** – 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
- **Bowling** – 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
- **Fielding** – stopping and returning; catching close to/away from batsman; throwing to wicketkeeper or at the stumps; chasing and returning
- **Wicket keeping** – positioning (in relation to pitch and type of bowler); stance; receiving ball from bowling/fielding; catches; stumping and run-outs
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Cycling

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Cycling can be track or road cycling only.

Track sprinting may include: flying 200m, match sprint, 500m sprint, kilo, Kieran.

Track endurance may include: individual pursuit, points race, scratch race, elimination race.

Road racing may include closed circuit, criterium, road races

- 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.
- Application of the rules of road and track racing for each event entered.
- Application of appropriate strategies.
- Positioning within the group, movement within the group, ridding on a wheel, providing a lead out, being led out, jumping out of the group, breaking away, pulling the group back to a breakaway, bridging a gap.
- Application of appropriate strategies in conjunction with the physical fitness of the rider.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the race and with little impact. • Attempts to respond to environmental conditions, but with multiple misjudgments. • Any tactical changes and race strategies are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. • Demonstrates a basic ability to distinguish between the demands of the different races and poor pace judgement is reflected in the race performance.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact. • Some response to environmental conditions, but with misjudgments. • Tactical changes and race strategies are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success. • Demonstrates a competent ability to distinguish between the demands of the different races and some pace judgement is reflected in the race performance.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the race with good impact. • Effective responses to environmental conditions, but with minor misjudgments. • Tactical changes and race strategies are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success. • Demonstrates a good ability to distinguish between the demands of the different races and good pace judgement is reflected in the race performance.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the race with very good impact. • Effective response to environmental conditions, with few, if any, misjudgments. • Applies tactical changes and race strategies effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success. • Demonstrates a very good ability to distinguish between the demands of the different races and very good pace judgement is reflected in the race performance.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the race with outstanding impact. • Responds highly effectively to environmental conditions. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success. • Demonstrates an outstanding ability to distinguish between the demands of the different races and outstanding pace judgement is reflected in the race performance.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Dance

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. They are required to show one solo dance **or** one group dance for practical assessment. The following forms of dance are acceptable: ballet, ballroom, contemporary/modern, cultural (includes hip-hop, Irish, Indian, jazz, Latin), folk and street.

Students will be assessed on the quality demonstrated on the following skills/techniques:

- Travel/locomotion/stepping/pathways
- Balances/stillness
- Rotation/turning/weight transference
- Jumps/elevation
- Gesture

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	• Performs/choreographs skills to a basic level, but with limited control of bodily movements within the routine. • Finds difficulty in performing the skills/techniques in the structured routine and lacks confidence and concentration in performance. • The routine shows limited flow and continuity. • There will be a limited range of choreographic devices and this will be evident in the structure, phrasing and creativity of the overall performance. • A basic theme is partially explored but generally has a literal or obvious outcome. • Interpretation of the accompaniment is incidental or shows little relevance to the theme or structure of the dance. • Group relationships are coincidental and have a limited impact on the overall dance composition.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	• Performs/choreographs skills to a competent level, with some control of bodily movements within the routine. • Demonstrates a competent level of movement in some of the skills/techniques within the routine and projects with some confidence, but focus tends to be inward. Shows a competent understanding of linking body actions and movement phrases throughout the dance. • The routine will indicate some awareness of flow and continuity. • There will be some evidence of the use of choreographic devices to add interest to the overall performance using a range of skills and techniques. • A basic theme is evident and communicated. • The choice of accompaniment is clear but does not always fully reflect the theme. At times, there are limited opportunities for contrast or texture. • Group relationships are evident and there are relevant moments of sensitivity to other dancers.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	• Performs/choreographs many but not all of the skills/techniques in the routine to a good level, with accuracy of movement. • Demonstrates a good quality of movement in many, but not all, of the skills/techniques within the routine. Projects with confidence but sometimes lacks focus and continuity. • The routine will indicate a good awareness of the flow, continuity and rhythmic awareness. • The overall choreography in the performance is generally good. • The theme has been carefully researched and chosen, and is communicated well. • The choice of accompaniment is clear and well matched to the theme, adding to the overall impact of the dance. • Group relationships are planned for, showing sensitivity to other dancers.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	• Performs/choreographs all the skills/techniques in the routine to a very good level. • Demonstrates very good levels of body management and is able to show a very good appreciation of quality in a wide range of movements. Projects with confidence and focus throughout, resulting in a committed and fully engaging performance. • The routine indicates a high-level appreciation of flow, continuity and logical progression with evidence of musicality. • The overall choreography in the performance is very good, and communicates the choreographic intent. • The theme is well developed and is communicated sensitively and clearly. • The choice of accompaniment is highly suitable and offers opportunities to support the structure and content, enhancing the overall impact of the choreography. There are opportunities for contrast and texture throughout. • Group relationships are well planned, varied and integrated and add to the choreographic intent of the overall dance.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	• Performs/choreographs all the skills/techniques in the routine to an outstanding level. • Demonstrates outstanding body management skills, and is highly confident and well-focused. Clarity of expression is shown by skilful mastery. Fluency and control of the body is evident through varied use of tempo, dynamics and accents of movement. • The routine will show outstanding flow, continuity and logical progression with a strong sense of musicality. • The overall choreography in the performance is outstanding, and wholly communicates the choreographic intent resulting in a highly engaging routine. • The theme is highly original and well researched and is communicated with sensitivity and commitment throughout the dance, resulting in a completely engaging composition. • The choice of accompaniment is mature and highly suitable, entirely supporting the structure and content of the composition and enhancing the overall impact of the dance. The accompaniment offers a wide range of opportunities that complement the complexities of the choreography. • Group relationships are original, varied and fully integrated into the sequence. They are highly developed, showing excellent sensitivity to other dancers throughout.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Diving

Skills/Content

Skill area: Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to individual skills including body positions, dive groups and degrees of difficulty in formal/competitive situations. **Skills:** approach, take-off, elevation, execution, entry.

Body Positions: 'Straight', 'Pike', 'Tuck', and 'Free'.

Dive Groups: All the positions are placed into the following six different groups: Forward, Backward, Reverse, Inward, Twisting, Armstand.

Degree of Difficulty: Each dive has its own 'tariff' or degree of difficulty. This includes the body position (or combinations of positions) and from what approach (group) the dive will be taken.

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. One of the following dives: 201c 1.5 Back dive with tuck 301c 1.6 Reverse dive with tuck 201b 1.6 Back dive piked 401c 1.7 Reverse dive piked The majority of dives will be attempted from the 3 metre board but students may also use the 5 metre board. The degree of difficulty will be 2.0 or less. • Basic posture at the start of the dive. • Strong push with good height. • Arms swing as legs push off. • Safe distance from poolside. • Toes pointed and straight body on entry. • Clear tight tuck position. • Fast and complete kick outs. • Controlled flight, look back for water. • Clear pike position shown. • Legs straight in the pike position and bent at the hips. • Controlled flight, look back for water.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. One of the following dives: 102c 1.4 Forward somersault with tuck
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	102b 1.5 Forward somersault piked Dives may be attempted from the 1, 3 or 5 metre board, but may also use the 10-metre board. The degree of difficulty will be 2.5 or less. • Appropriate posture at the start of the dive. • Strong push with good height. • Arms swing as legs push off. • Safe distance from poolside. • Controlled flight, straight body with arms by side on entry. • Clear tight tuck position. • Fast and complete kick outs. • Clear pike position shown. • Legs straight in and bent at the hips.

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. One of the following dives: 103 c Forward 1½ somersaults with tuck 1.6 103b Forward 1½ somersaults piked 1.7 Dives will be attempted from the full range of boards. The degree of difficulty will be in excess of 2.5. • Good posture at the start of the dive. • Strong push with good height. • Arms swing as legs push off. • Safe distance from poolside. • Toes pointed and straight body on entry. • Clear tight tuck position. • Fast and complete kick outs. • Controlled flight, look back for water. • Clear pike position shown. • Legs straight in the pike position and bent at the hips. • Controlled flight, look back for water.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. One of the following dives. 103 c Forward 1½ somersaults with tuck 1.6
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	103b Forward 1½ 1.7 Dives will be attempted from the full range of boards. The degree of difficulty will be in excess of 2.5. Two dives will be performed above level. • Very good posture at the start of the dive. • Strong push with good height. • Arms swing as legs push off. • Safe distance from poolside. • Clear tight tuck position. • Fast and complete kick outs. • Clear pike position shown. • Controlled flight, straight body with arms by side on entry. • Legs straight in and bent at the hips.

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. To select one of the following dives: 103c Forward 1½ somersaults with tuck 1.6 103b Forward 1½ somersaults piked 1.7 Dives will be attempted from the full range of boards. The degree of difficulty will be in excess of 2.5. Three dives will be performed above level. - Outstanding posture at the start of the dive. - Can perform all the body positions and dive groups. - Shows confidence when delivering the simple moves and very good style and control in combined moves. - The more difficult combinations are controlled and show tension, entry is generally clean when attempting a more difficult dive tariff. - The combination moves display height, style, control and confidence. - Dives are performed from the full range of boards.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Equestrian

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation in **one** of show jumping, cross country or dressage.

Show Jumping/Cross Country:

- Prepare the horse – tack up/mount e.g. saddle, boots/martingales
- Control of horse 'on the bit' in canter
- Entry into fence/obstacle
- Positioning in relationship to fence/obstacle e.g. singles, doubles, skinny fences
- Position of rider over fence/obstacle
- Position of rider on contact with the ground
- Pacing in relation to event
- 'Eye for stride'
- Athleticism, control and accuracy in jumping.

Dressage:

- Prepare the horse – tack up/mount
- Entry into arena
- Transitions through walk, trot, canter
- Movement replication/compulsory movements, ensuring appropriate accuracy and precision – balance, rhythm, suppleness and horse obedience promoting harmony of rider/horse
- Completion of prescriptive tests/routine.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. Show Jumping/Cross Country - The ability to prepare the horse – tack up/mount – is performed to a basic level. - Control of horse ‘on the bit’ in canter has limited technical merit and effect and is performed to a basic level. - Positioning to negotiate fence/obstacle is effective, but has limited technical merit and is performed to a basic level. - Position of rider over fence/obstacle and on contact with the ground has limited technical merit and is performed to a basic level. - Pacing in relation to event is incorrect and with limited technical merit. ‘Eye for stride’ reflects the rider’s basic control and timing. - In competition the rider may attempt fences up to 0.80-85m. Dressage - The ability to prepare the horse – tack up/mount – is performed to a basic level. - Entry into arena has basic poise and technical accuracy. - Transitions through walk, trot and canter are limited technically and performed to a basic level. - Movement replication/compulsory movements in competition have limited technical merit and are performed to a basic level.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. Show Jumping/Cross Country • The ability to prepare the horse – tack up/mount – is performed to a competent level. • Control of horse ‘on the bit’ in canter has some technical merit and effect and is performed to a competent level. • Positioning to negotiate fence/obstacle is effective, has some technical merit and is performed to a competent level. • Position of rider over fence/obstacle and on contact with the ground has some technical merit and is performed to a competent level. • Pacing in relation to event is competent and with some technical merit. • ‘Eye for stride’ reflects the rider’s competent control and timing. • In competition the rider may attempt fences up to 0.90m. Dressage • The ability to prepare the horse – tack up/mount – is performed to a competent level. • Entry into arena has some poise and technical accuracy. • Transitions through walk, trot and canter have some technical accuracy and are performed to a competent level. • Movement replication/compulsory movements in competition have some technical merit and are performed to a competent level.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. Show Jumping/Cross Country • The ability to prepare the horse – tack up/mount – is performed to a good level. • Control of horse ‘on the bit’ in canter has technical merit and effect and is performed to a good level. • Positioning to negotiate fence/obstacle is effective, has technical merit and is performed to a good level. • Position of rider over fence/obstacle and on contact with the ground has technical merit and is performed to a good level. • Pacing in relation to event is good and with technical merit. • ‘Eye for stride’ reflects the rider’s good control and timing. • In competition the rider may attempt fences up to >0.90m. Dressage • The ability to prepare the horse – tack up/mount – is performed to a good level. • Entry into arena has good poise and technical accuracy. • Transitions through walk, trot and canter have technical accuracy and are performed to a good level. • Movement replication/compulsory movements in competition have technical merit and are performed to a good level.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. Show Jumping/Cross Country • The ability to prepare the horse – tack up/mount – is performed to a very good level. • Control of horse ‘on the bit’ in canter has technical merit and effect and is performed to a very good level. • Positioning to negotiate fence/obstacle is effective, has technical merit and is performed to a very good level. • Position of rider over fence/obstacle and on contact with the ground has technical merit and is performed to a very good level. • Pacing in relation to event is very good and with technical merit. • ‘Eye for stride’ reflects the rider’s very good control and timing. • In competition the rider may attempt fences up to >1.0m.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Dressage • The ability to prepare the horse – tack up/mount – is performed to a very good level. • Entry into arena has very good poise and technical accuracy. • Transitions through walk, trot and canter have technical accuracy and are performed to a very good level. • Movement replication/compulsory movements in competition have technical merit and are performed to a very good level.

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. Show Jumping/Cross Country - The ability to prepare the horse – tack up/mount – is performed to an outstanding level. - Control of horse ‘on the bit’ in canter has a high level of technical merit and effect and is performed to an outstanding level. - Positioning to negotiate fence/obstacle is effective, has a high level of technical merit and is performed to an outstanding level. - Position of rider over fence/obstacle and on contact with the ground has a high level of technical merit and is performed to an outstanding level. - Pacing in relation to event is outstanding and with a high level of technical merit. ‘Eye for stride’ reflects the rider’s outstanding control and timing. - In competition the rider may attempt fences up to >1.15m. Dressage - The ability to prepare the horse – tack up/mount – is performed to an outstanding level. - Entry into arena has outstanding poise and a high level of technical accuracy. - Transitions through walk, trot and canter have a high level of technical accuracy and are performed to an outstanding level. - Movement replication/compulsory movements in competition have a high level of technical merit and are performed to an outstanding level.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Field Hockey

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position, when:

Outfield:

- passing (drive, push, flick) and receiving the ball (from right, left, behind)
- running with the ball (dribbling, feints, close control)
- tackling (block, lunge, jab) and evasion (stick side, non-stick side)
- interception (pass, shot)
- shooting, appropriate to position (forward line attack, penalty corner)
- defending (channelling, shadowing, man to man, zonal)
- restarts (attack, defence, corners, free hits)
- contribution to open play (keeping possession, regaining possession, support in attack and defence)
- contribution to set play/moves (free-hits, corners, sideline hit in attack and defence)
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player).

Goalkeeping (if player's chosen position):

- shot stopping (ready position to movement to the ball to deal with angles/deflections, free hits, penalties)
- dealing with ground shots (stick side, non-stick side)

Skills/Content

- dealing with aerial shots (stick side, non-stick side)
- kicking (distribution, clearance)
- use of stick/hand tackling
- restarts (attack, defence, corners, free hits).
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Figure Skating – Men's and ladies' singles skating

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

As an individual, the candidate will be assessed for the quality of his/her performance in men's or ladies' singles in line with National Governing Body guidelines.

The formal performance should take account of the component score for artistry and presentation, as well as the technical score for elements (such as jumps and spins), themselves taking account of the GOE (grade of execution).

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practices and in a fully formal/competitive situation.

Candidates will be assessed on the quality of any of the skills listed below when performed in a conditioned practice setting.

Students should be taught to perform as many of the following as possible, and they should be able to demonstrate them as individual movements when not linked into a sequence but they may choose to show them as a short sequence.

- Overall skating action (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)
- Transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)
- Step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)
- Spins (upright, sit, camel, arabesque)
- Jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jumps, axels, salchows)
- Turns (3 turns, bracket turns, mohawks, rockers, counters, twizzles)
- Spirals (arabesque; catch foot: Biellmann; cross grab; Charlotte).

The following should also be considered when performing the above skills during a routine in a conditioned/formal/competitive situation:

- execution of skill and degree of difficulty, 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
- awareness of dynamics, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway
- use of expressive skills during the routine – ability to demonstrate emotion, character and attitude
- musicality – relationship between movement and music, with variations of speed and tempo as appropriate
- evidence of creativity during the routine, demonstrating imagination and originality.

The following aspects of performance should also be considered when assessing the skills: edge quality, foot speed, power, flow, extension, posture, coordination and dynamic balance.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the basic elements. • Basic accuracy of actions, dynamics and spatial content, with inconsistent timing. • Projects self with some confidence but focus tends to be inward, lacking in communication of emotion, character and attitude. • There is some evidence of creativity, imagination and originality, although this is quite limited and structured. • The choice of accompaniment is clear but does not always fully reflect the movements, with limited variation in tempo and speed.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the basic elements. • Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence, and able to communicate some emotion, character and attitude, but focus lacks consistency. • 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. • 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.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements (spins, jumps, turns and spirals). • Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence and able to communicate emotion, character and attitude, staying focused throughout the routine. • A link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality. • The choice of accompaniment/music is well matched, varying in tempo and speed as appropriate, enhancing the overall impact of the choreographic intent.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements (spins, jumps, turns and spirals). • Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality. • Projects self with excellent confidence and is focused throughout. Able to communicate emotion, character and attitude to produce a highly engaging and committed performance. • 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. • 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.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with outstanding precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes the high-quality performance of skills from the advanced elements (spins, jumps, turns and spirals). • Demonstrates precise execution of all aspects of actions, dynamics and spatial content, showing a highly advanced level of consistency and inspirational timing and musicality. • Projects self with supreme confidence and is completely focused throughout. Able to communicate and articulate emotion, character and attitude to produce a highly engaging and committed performance. • A very 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. • The choice of accompaniment/music is highly sophisticated and mature, entirely supporting and complementing the structure and content of the routine, enhancing the overall impact of the choreographic intent. • A performance of exceptional quality throughout.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Figure Skating – Team

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

As an individual, the candidate will be assessed on the quality of his/her performance in a short routine and a free skate routine in either a figure skating pairs or a pairs ice dance, in line with National Governing Body guidelines.

The formal performance should take account of the component score for artistry and presentation, as well as the technical score for elements (such as jumps and spins), themselves taking account of the GOE (grade of execution).

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practices and in a fully formal/competitive situation. Routines should be choreographed to include varying degrees of difficulty and compulsory elements according to the level at which the candidates are being assessed and the discipline being performed.

Candidates will be assessed on the quality of any of the skills listed below when performed in a conditioned practice setting.

Students should be taught to perform as many of the following as possible, and they should be able to demonstrate them as individual movements when not linked into a sequence but they may choose to show them as a short sequence.

Candidates will be assessed on the quality of any of the skills listed below when performed in a conditioned practice setting:

- Overall skating action (forwards, backwards, use of edges, circles and arcs of various sizes, acceleration, deceleration)
- Transitions/connecting moves (spirals, spread eagles, Ina Bauer, hydroblading, shoot the duck, lunge)
- Step sequences (straight line, circular, serpentine, hops, edge changes, running 3 steps)
- Spins (upright, sit, camel, arabesque)
- Jumps (toe jumps, edge jumps, lutz, flips, walley jumps, waltz jumps, axels, salchows)
- Turns (3 turns, bracket turns, mohawks, rockers, counters, twizzles)
- Spirals (arabesque; catch foot: Biellmann; cross grab; Charlotte).

The following should also be considered when performing the above skills during a routine in a conditioned/formal/competitive situation:

- execution of skill, technical merit and degree of difficulty, 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
- awareness of dynamics, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway
- use of expressive skills during the routine – ability to demonstrate artistry, emotion, character and attitude
- musicality – relationship between choreography, movement and music, with variations of speed and tempo as appropriate
- evidence of creativity during the routine, demonstrating imagination and originality

Skills/Content

- ability to work with a partner, showing synchronicity, alignment and connection
- ability to adapt to the environment and changing circumstances during the routine.

The following aspects of performance should also be considered when assessing the above skills in conditioned practices: edge quality, foot speed, power, flow, extension, posture, coordination and dynamic balance.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the basic elements. • Basic accuracy of actions, dynamics and spatial content, with inconsistent timing. • Projects self with some confidence but focus tends to be inward, lacking in communication of emotion, character and attitude. • There is some evidence of creativity, imagination and originality, although this is quite limited and structured. • The choice of accompaniment is clear but does not always fully reflect the movements, with limited variation in tempo and speed. • There is some, but limited connection, alignment or synchronicity with/to partner. • Attempts to respond to environmental conditions and changing circumstances during the routine at a basic level, but lacks repertoire of skills to adapt. • Basic awareness of scoring system to maximise capabilities.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the basic elements. • Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence, and able to communicate some emotion, character and attitude, but focus lacks consistency. • 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. • 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. • There is connection, alignment and synchronicity with/to partner, although this may not always be sustained. • Attempts to respond to environmental conditions and changing circumstances during the routine but with little success. • Some awareness of scoring system to maximise capabilities.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements (spins, jumps, turns and spirals). • Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence and able to communicate emotion, character and attitude, staying focused throughout the routine. • A link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality. • The choice of accompaniment/music is well matched, varying in tempo and speed, as appropriate, enhancing the overall impact of the choreographic intent. • There is a clear connection, alignment and synchronicity with/to partner. • Responds to environmental conditions and changing circumstances during the routine with some success. • Good awareness of scoring system to assist performance and maximise capabilities.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes performance of skills from the advanced elements (spins, jumps, turns and spirals). • Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality. • Projects self with excellent confidence and is focused throughout. Able to communicate emotion, character and attitude to produce a highly engaging and committed performance. • 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. • 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. • There is very good connection, alignment and synchronicity with/to partner. • Responds appropriately to environmental conditions and changing circumstances during the routine to enhance performance to ensure maximum success. • Very good awareness of scoring system to maximise capabilities.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with outstanding precision, control and fluency, during a formal/competitive situation, to include the following. • Routine includes the high-quality performance of skills from the advanced elements (spins, jumps, turns and spirals). • Demonstrates precise execution of all aspects of actions, dynamics and spatial content, showing a highly advanced level of consistency and inspirational timing and musicality. • Projects self with supreme confidence and is completely focused throughout. Able to communicate and articulate emotion, character and attitude to produce a highly engaging and committed performance. • A very 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. • The choice of accompaniment/music is highly sophisticated and mature, entirely supporting and complementing the structure and content of the routine, enhancing the overall impact of the choreographic intent. • There is an outstanding connection, alignment and synchronicity with/to partner or other performers in the group. • Responds readily to environmental conditions and changing circumstances during the routine to ensure optimum performance and maximum success. • Outstanding awareness of scoring system to maximise capabilities. • A performance of exceptional quality throughout.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Futsal

This activity is available for first teaching from September 2020 and first certification from Summer 2022. Students must participate in conditioned practices and a full-sided (5v5) competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may create an opportunity (for example, permitting players to switch sides) or use a conditioned practice (for example, an overload situation) to allow students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position, when:

Outfield players:

- passing (left foot/right foot, short, long, with disguise)
- running with the ball (dribbling, feints, step overs)
- receiving the ball and control (first touch left foot/right foot, thigh, chest)
- jockeying and tracking back
- striking on goal (with different surfaces of the foot, volley and half-volley and from varying distances and angles)
- turning with the ball (inside/outside hook, drag back and Cruyff Turn, etc.)
- contribution to open play: keeping/regaining possession, support (attack and defence)
- contribution to set play/moves, e.g. free kicks (attack and defence)
- demonstrating communication and influence on team performance
- applying the team strategy in open play and from set play
- ability to adapt to the environment and changing circumstances (e.g. loss of a player).

Goalkeeping:

- shot stopping – angles, off line/down line, free kicks
- dealing with back passes (keeping possession)
- kicking
- 1 v 1, attacker v keeper – denying space, body position
- handling (catching, parrying)
- distribution (throws, short passes)
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. loss of a player).

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Gaelic Football

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position:

- Kick passing (e.g. accuracy, distance, vision)
- Handling (e.g. hand pass, ball control and security)
- Catching (e.g. overhead, into chest)
- Tackling (ability to tackle without fouling, block down)
- Running with the ball (e.g. evading tackles, controlling the ball through the solo)
- Shooting (e.g. points, goals)
- Marking (ability to limit opponents' influence on the game)
- Contribution to open play (e.g. making supporting runs, getting open for a pass, tracking back and covering on defence, positioning for the breaking ball)
- Contribution to set plays (e.g. free taking, 45's)
- Communication (e.g. calling for the ball at appropriate times, positive encouragement)
- Application of game plan – open play/set play
- Decision making (e.g. correct decision to use a hand pass over a kick pass, shooting when appropriate, running with the ball when appropriate).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Ineffective influence on the performance and motivation of self and/or others. • Rarely communicates during the game with little impact. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. • Shows little will to contest for possession in difficult situations.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and/or others. • Some communication during the game with some impact. • Attempts to adapt to changes in a competitive situation in order to seek to dominate opponent(s) with some success. • Shows some will to contest for possession in difficult situations.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success. • Shows a good level of will to contest for possession in difficult situations.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control, and/or fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Adapts effectively to changes in a competitive situation in order to seek to dominate opponent(s), with a very good level of success. • Shows a very good level of will to contest for possession in difficult situations.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Adapts highly effectively to changes in a competitive situation in order to seek to dominate opponent(s), with an outstanding level of success. • Shows an outstanding level of will to contest for possession in difficult situations.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Goalball

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position.

- Contribution to open play (moving, blocking, shooting, variable speed of throw, fast turnover)
- Demonstration of communication and influence on team performance
- Contribution to set play/moves, (first ball, taking a penalty)
- Contribution to strategy and tactics
- Demonstrating communication and influence on team performance
- Applying the team strategy in open play and set play
- Ability to adapt to the environment and changing circumstances (weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Golf

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality of the following skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

- Choice of club and shot.
- Grip, stance, posture and swing.
- Management of the course.
- Responses to the environment and competition.
- Playing to par/handicap.
- Use of technique to benefit performance (strength, endurance, speed, agility, flexibility, co-ordination).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Basic shot and club selection to take account of demands of the course, for example, slope, distance, alignment. • Basic control, fluency and accuracy of technique/skill, with adaptations to play to par in line with handicap. • Attempts to respond to environmental conditions, but with multiple misjudgments. • Applies tactical changes to the selected shot in response to competitors' actions, but with significant misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Competent shot and club selection to take account of demands of the course, for example, slope, distance, alignment. • Competent control, fluency and accuracy of technique/skill, with adaptations to play to par in line with handicap. • Some response to environmental conditions, but with misjudgments. • Applies appropriate tactical changes to the selected shot in response to competitors' actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Good shot and club selection to take account of demands of the course, for example, slope, distance, alignment. • Good control, fluency and accuracy of technique/skill, with adaptations to play to par in line with handicap. • Effective responses to environmental conditions, but with minor misjudgments. • Applies appropriate tactical changes effectively to the selected shot in response to competitors' actions, for example, draw and fade, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Very good shot and club selection to take account of demands of the course, for example, slope, distance, alignment. • Very good control, fluency and accuracy of technique/skill, with adaptations as necessary to play to par in line with handicap, for example, draw, fade, line, contours. • Effective response to environmental conditions, with few, if any, misjudgments. • Applies appropriate tactical changes effectively to the selected shot in response to competitors' actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. - Outstanding shot and club selection to take account of demands of the course, for example, slope, distance, alignment. - Outstanding control, fluency and accuracy of technique/skill, with adaptations as necessary to play to par in line with handicap, for example, draw, fade, line, contours. - Highly effective response to environmental conditions, without misjudgments. - Applies appropriate tactical changes highly effectively to the selected shot in response to competitors' actions, without misjudgments. - Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Handicap equivalencies

This table provides a guide to handicap equivalencies. It is not to be used for direct assessment purposes, but rather to provide a guide of the handicap and level that could be expected.

Level	Boys	Girls
1	>23	>30
2	20–22	28–30
3	17–19	25–27
4	12–16	22–24
5	≤11	≤21

Gymnastics

Skills/Content

Students will be assessed on the quality demonstrated in the following skills and techniques.

Students will perform either a floor or rhythmic routine.

Students may also perform on the other artistic gymnastic apparatus or demonstrate a rhythmic gymnastics sequence as appropriate, e.g. clubs, hoop, ball, ribbon, rope.

Agilities

Students should be taught to perform as many of the following agilities as possible and they should be able to demonstrate them as individual movements when not linked into a sequence but they may choose to show them as a short sequence, e.g. backward roll to handstand, handstand to forward roll.

Low order agilities

- Shoulder balance
- Arabesque
- Headstand
- Handstand
- Cartwheel
- Round off
- Forward roll
- Headspring
- Backward roll
- Handstand to forward roll
- 2 x cartwheel
- Forward walkover

Skills/Content**High order agilities**

- Dive forward roll to straddle
- Backward roll to handstand
- Backward walkover
- Handspring
- Arab spring back somersault
- Somersault front and back
- Flic flac (back flip)
- Walkover forward/backward
- Handstand to forward roll
- Handstand ½ turn

Vaulting

Use of the box (minimum 110cm height), reuter board springboard or trampette to perform any two of the following:

Low order vaults

Squat vault on long or cross box
Straddle vault on long or cross box
Through vault (cross box)
Neck spring (cross box)
Handspring (cross box)

High order vaults

Headspring; handspring cross box
Handspring half turn
Through vault long box
Neck spring
Hand spring ½ twist cross box

Skills/Content

Routine for gymnastics

Students will select one of the following and perform a routine.

Floor routine:

Boys: a sequence to last 50 to 60 seconds and comprising any number/combinations of agilities listed above, with linking movements.

Girls: a sequence to music lasting 60 to 90 seconds and comprising any number of agilities listed above.

Note: the girls' floor work performed to music (non-vocal) should be joined together by dance movements, jumps, hops and step patterns.

As an alternative students may choose to perform a routine on:

Boys: e.g. pommel horse; rings; Parallel bars; horizontal bar;

Girls: e.g. beam a sequence of 60 to 90 seconds using the whole beam and including mount, running and walking steps, turns, springs and hops, rolls and held positions and dismount. Uneven bars.

Rhythmic routine

Students should perform a routine using one of clubs/ball/rope/ribbon/hoop.

- **Clubs:** a short sequence lasting 60 to 90 seconds to include small circles, mill circles, large swings, throws, tapping/beating, asymmetric movements.
- **Ball:** 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.
- **Rope:** a short sequence lasting 60 to 90 seconds to include skipping, swings, circles, rotations, figures of eight and throws.
- **Ribbon:** a short sequence lasting 60 to 90 seconds to include swings, circles, snakes, coils, figures of eight and throws.
- **The hoop:** 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.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. Floor routine: the routine will lack continuity and comprise low order movements, with a basic level of technique. Rhythmic: some continuity of movement with the apparatus. Low order movements displayed with adequate degree of control. Modest interpretation of the music.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. Floor routine: the routine is composed mostly of low order movements with one or two high order movements and is performed with competent style and control. Rhythmic: Displays a degree of control and thought. Movements performed with apparatus showing competent style and control. Interpretation of music improves the appearance of the routine.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. Floor routine: a higher number of high order movements with appropriate linking actions. The overall effect of the routine shows good control, flow and style. Rhythmic: the routine shows continuity with some original ideas. Thought given to types of movement required by changes of beat of the music.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. Floor: appropriate mixture of low and high order movements displaying imaginative use of floor space and ability. The sequence is performed with total control. A polished performance. Rhythmic: demonstrates a series of well thought out movements, linked together by an imaginative series of movements. An aesthetically pleasing routine.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. Floor: appropriate mixture of low and high order movements performed to an excellent standard with use of advanced skills in the routine. Rhythmic: demonstrates a series of high order movements, creating an aesthetic performance and interpretation of the music.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Handball

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position:

- passing (right and left hand, two handed, short, long, stationary, on the move)
- catching (one handed, two handed, static, on the move)
- control (stability in performance of skills)
- footwork (pivot, running pass, running shot, dribbling)
- evasion (breakthrough, feints with and without a ball)
- shooting where appropriate to position (wing shot, jump shot, dive shot)
- defending (blocking, tackling, interceptions, stealing, man to man, zonal)
- goalkeeping skills if appropriate (shot stopping – hands, legs, trunk, putting the ball down, long and short shots, fast attack)
- contribution to open play (moving up court, moving into space, creating space, interceptions) in attack and defence
- contribution to set play/moves, (free throws, goalkeeper throw, fast break, throw off, throw in) in attack and defence
- decision making (making correct decision to use techniques as appropriate)
- contribution to strategy and tactics
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Ice Hockey

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may create an opportunity (for example, permitting players to switch sides) or use a conditioned practice (for example, an overload situation) to allow students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position, when:

Outfield:

- skating (forwards, backwards, changing direction, tight turns, acceleration, stopping [1 and 2 footed])
- passing and receiving the puck (weight and timing; from in front, behind, forehand, backhand)
- puck handling (movement with puck; lifting the puck; passing; deking)
- checking (sweep; lift and pole)
- shooting (wrist, slap-shot, snapshot, deflections)
- defending
- face-offs
- contribution to open play (retaining possession, regaining possession, exploiting breakaway situations, support in attack and defence)
- contribution to set play/moves
- demonstrating communication and influence on team performance
- applying team strategy in open play (e.g. forechecking, pinching, cycling)
- ability to adapt to changing circumstances (e.g. the loss of a player; power plays)

Goaltending/Netminding (if player's chosen position):

- shot stopping (positioning, ready position, V save; glove; deck; stick; cover-up)
- blocking and deflecting the puck
- lateral and forward/backwards movements
- use of stick/catch glove
- playing the puck out to team mates
- demonstrating communication and influence on team performance
- responding to open-play situations (e.g. breakaways)
- ability to adapt to the environment and changing circumstances (e.g. loss of a player).

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Inline Roller Hockey

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may create an opportunity (for example, permitting players to switch sides) or use a conditioned practice (for example, an overload situation) to allow students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position, when:

Outfield:

- skating (accelerating, cross-overs, braking and backwards)
- passing and receiving the puck (weight and timing; from in front, right, left, behind)
- puck handling (side to side, back to front, toe-dragging, figure of 8, one hand, curling and backwards)
- shooting (shovel, wrist, slap-shot, snapshot, deflection)
- defending (man to man, zonal)
- restarts (face-offs in the attacking or defensive zones)
- contribution to open play (retaining possession, regaining possession, exploiting breakaway situations, support in attack and defence)
- contribution to set play/moves
- demonstrating communication and influence on team performance
- applying team strategy in open play (e.g. forechecking; pinching) and from a line change
- ability to adapt to changing circumstances (e.g. the loss of a player)

Goaltending/Netminding (if player's chosen position):

- shot stopping (positioning, ready position, pad and stick saves)
- blocking and deflecting the puck
- lateral and forward/backwards movements (including shuffle step and T-push)
- use of stick/catch glove
- playing the puck out to teammates
- demonstrating communication and influence on team performance
- responding to open-play situations (e.g. breakaways)
- ability to adapt to the environment and changing circumstances (e.g. loss of a player).

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Kayaking

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of student skills, techniques and decision-making processes in these practice and competitive situations, to include the following:

- Lifting, carrying and launching the craft;
- Forward paddling;
- Stopping and reverse paddling;
- Turning – both static and whilst moving;
- Support strokes;
- Sideways – both static and whilst moving;
- Self-rescue (a roll, assisted by others or swim to the shore with their equipment);
- An appropriate deep-water rescue of another paddler and their equipment;
- Towing an incapacitated paddler with an appropriate towing system;
- Returning to the bank and exiting the craft

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Attempts to respond to environmental conditions, but with multiple misjudgments. • Journeying is completed with difficulty or uncompleted.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive or journey or journey situation: • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some response to environmental conditions, but with misjudgments. • Journeying is completed with some successes but may require additional support.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective response to environmental conditions, but with minor misjudgments. • Journeying is completed to a good level within planned times.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective response to environmental conditions, with few, if any, misjudgments. • Journeying is completed to a very good level aligned to the plan.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive or journey situation: • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective response to environmental conditions, without misjudgments. • Journeying is completed to an outstanding level aligned to the plan.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Lacrosse

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example receiving under pressure, or a drill with additional instructions) to allow students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position:

Outfield:

- passing (long, short, stationary, on the move, right and left-handed)
- receiving the ball (high passes, low passes, left and right-handed, stationary, on the move)
- scooping the ball (stationary, moving)
- running with the ball (cradling, ball protection)
- competing for the ball (on the ground, checking)
- evasion (face, split, roll, left and right-handed dodges)
- shooting, appropriate to position (long range, close range)
- the draw/face off
- interception (pass, shot)
- defending (channeling, shadowing, man to man)
- contribution to open play (keeping possession, regaining possession, support in attack and defence)
- contribution to strategy and tactics (e.g. attack decision-making tree, defence decision-making tree)
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)

Skills/Content

Goalkeeping (if player's chosen position):

- shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions)
- shot stopping - low shots (stick side low, off stick side low, bounce shots)
- shot stopping – mid height (stick side hip, off stick side hip)
- shot stopping – high shots (stick side high, off stick side high)
- catching and cradling
- passing (distribution, clearance)
- contribution to set play and open play
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Netball

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example receiving under pressure, or a drill with additional instructions) to allow students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position:

- passing (shoulder, chest)
- handling (ball control)
- catching (one handed, two handed, static, on the move)
- footwork (landing, pivot, running pass, running shot)
- evasion (holding space, dodging, feint, driving)
- shooting where appropriate to position (one/two handed, forward/backward step shot)
- defending (man to man, blocking)
- contribution to open play (holding space, back up on the circle edge) in attack and defence
- contribution to set play/moves, (back line passes, centre passes, throw-in) in attack and defence
- decision making (making correct decision to use appropriate techniques)
- contribution to strategy and tactics
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Polybat

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position.

Students will be assessed within one of the four classes based on the Polybat functional profiles document:

http://www.ntu.ac.uk/adapted_sports

The terms used for the range of skills below allow for the use of the full range of permitted assistive devices and/or assistants.

- Hand and arm dexterity
- Grip and ready position
- Movement
- Strokes - forehand and backhand
- Serves
- Returns
- Ball tracking
- Reaction time
- Tactical awareness: use of side panels, variation of stroke, deception in doubles
- Appropriate stroke selection with length, speed and angle
- Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s) and playing conditions

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Demonstrates basic stroke selection in returning ball. Struggles to create openings to dominate rallies, relying on unforced errors of the opponent to score points. • Demonstrates a basic level of dexterity and/or accuracy of technique/skill, but with multiple errors and little adaptations as necessary to changing pattern of play. • Limited success when applying a tactical change(s) to the selected stroke(s), such as the use of table sides, with multiple errors. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success: such as occasionally not playing the same stroke to serve, capitalising on some of the opponent's weaknesses.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Demonstrates competent stroke selection in returning ball and creating openings to dominate rallies, thereby winning points with effective strokes as well as unforced errors of the opponent. • Demonstrates a competent level of dexterity and/or accuracy of technique/skill, with some adaptations as necessary to changing pattern of play but with errors. • Some success when applying a tactical change(s) to the selected stroke(s), such as choice of serve or use of table sides, with errors. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success: such as changing the stroke played, capitalising on the opponent's weaknesses.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Demonstrates good stroke selection in returning ball and creating openings to dominate rallies, thereby winning points with effective strokes and less reliance on unforced errors of the opponent. • Demonstrates a good level of control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play but with minor errors. • Good success when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, with minor errors. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success: such as changing the stroke played, capitalising on own strengths and opponent's weaknesses.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Demonstrates very good stroke selection in returning ball and creating openings to dominate rallies, thereby winning points with proactive and effective strokes with little reliance on unforced errors of the opponent. • Demonstrates a very good level of control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. • Very good success when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, with few, if any, errors. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success: such as changing the stroke played, capitalising on own strengths and opponent's weaknesses.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Demonstrates outstanding stroke selection in returning ball and creating openings to dominate rallies, thereby winning points with proactive and effective strokes and no reliance on unforced errors of the opponent. • Demonstrates an outstanding level of control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. • Outstanding success when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success: such as changing the stroke played, capitalising on own strengths and opponent's weaknesses, playing tactically and astutely in the vast majority of situations.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Powerchair Football

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position.

Skills/techniques:

- passing (push, spin)
- travelling with the ball (dribbling)
- tackling (front, side)
- turning with the ball – recycling
- striking the ball (shooting)
- jockeying
- restarts – attack/defence
- contribution to game – keeping possession, regaining possession, support (attack and defence)
- contribution to set play/moves
- contribution to open play: unit formation, specific role – keeping/regaining
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play.

Goalkeeping (if player's chosen position):

- use of chair to shot stop – angles, move across line/off line/down line
- dealing with back passes (keeping possession)
- 1 v. 1, attacker v. keeper – denying space
- near post protection.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Rock Climbing

Rock climbing may be assessed either indoors or outdoors.

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, to include the following.

- Ability to use a climbing wall or bouldering area
- Rope management (e.g. coiling, uncoiling, preparation and carrying)
- Selecting and using a single anchor to set up top rope
- Selecting and using multiple anchors
- Ability to belay with different devices
- Ability to demonstrate different climbing techniques
- Tying a clove hitch, overhand knot and figure 8 on a bight
- Setting up and undertaking an abseil, demonstrating the ability to lock off the abseil device during descent
- Using rope systems to demonstrate a range of secure anchors (e.g. wires, camming devices and fixed equipment).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Uses the correct hold inefficiently (wrong part of foot or wrong hand technique). Control and accuracy when under pressure from external factors (competitors and/or environment) are performed to a basic level. • Jerky, lunging due to out of balance movement. Timing of skills and techniques means there is basic fluency to the performance. • Moves up the wall without major stops.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Uses holds correctly (hand and foot positions).
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Control of the skills and techniques executed, showing competent control and accuracy when under pressure from external factors (competitors and/or environment). • Able to rest in balance with relaxed stance. Timing of skills and techniques means there is competent fluency to the performance. • Moves up the wall with a steady pace.

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Accurate footwork.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Effective control of the skills and techniques executed, showing good control and accuracy when under pressure from external factors (competitors and/or environment). • Good weight transfer. Timing of skills and techniques means there is good fluency to the performance. • Climbing appears fluid with good body positioning for balance.

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. Precise footwork on small holds.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Effective control of the skills and techniques executed, showing very good control and accuracy when under pressure from external factors (competitors and/or environment). - Fluid movement utilising momentum. Timing of skills and techniques means there is always very good fluency to the performance. - Climbs fluidly but with misjudgments.

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. Precise, proficient footwork on small holds.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Highly effective control of the skills and techniques executed, showing outstanding control and accuracy when under pressure from external factors (competitors and/or environment). - Fluid, confident movement utilising momentum. Timing of skills and techniques means there is always outstanding fluency to the performance. - Climbs completed fluidly.

Rowing

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Rowing:

- Lifting, carrying and launching boat
- Overall rowing action/stroke: accuracy, length/speed, effectiveness, e.g. entry, drive, extraction and recovery
- Ratio, rhythm and timing
- Rowing in competitive environments 'side by side' between 1000–2000m or time trials up to 3000m
- Ability to keep to a stroke count and teamwork
- Securing the boat, disembarking.

Coxing:

Knowledge, effectiveness:

- Safety
- Steering
- Communication
- Strategy
- Instruction, e.g. change of stroke count
- Securing the boat, disembarking.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the race and with little impact. • Rowing in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed with difficulty or uncompleted. • Struggles to keep to a stroke count and to work as part of the crew.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact. • Rowing in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a competent level. • Able to keep to a stroke count and to work as part of the crew but with errors.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the race with good impact. • Rowing in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a good level. • Able to keep to a stroke count and work effectively as part of the team, but with minor errors.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the race with very good impact. • Rowing in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a very good level, leading a race or group. • Able to keep to a stroke count and work effectively as part of the team, with few, if any, errors.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the race with outstanding impact. • Rowing in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to an outstanding level, leading a race or group. • Able to keep to a stroke count and work highly effectively as part of the team, without errors.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Rugby League

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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. **Tag rugby is not appropriate.**

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position:

- passing (running pass, dummy-half pass)
- handling (off loads, dummy pass)
- 10m Line movement – attack/defence
- kick chase (lines of approach)
- catching (from pass, high ball, 'up and under', grubber)
- tackling (front, side, smother)
- evasion (sidestep, swerve, hand off)
- kicking (goal kicking, punt, grubber)
- interceptions
- contribution to open play: e.g. tackling, support (attack and defence)
- contribution to set play/moves, e.g. penalties, restarts, play the ball, scrum (attack and defence)
- demonstrating communication and influence on team performance
- contribution to strategy and tactics
- application of team strategy – open play/set play

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Rugby Union

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Full-sided can be in either as a seven-aside or fifteen-aside format. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may 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.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position:

- passing (lateral, spin)
- handling (offloads)
- catching (from pass, high ball)
- tackling (side, smother)
- evading (sidestep, swerve, hand off)
- kicking (goal kicking, punt, grubber)
- intercepting
- contributing to open play (ruck, maul, tackling (attack and defence))
- contributing to set play/moves (penalties, restarts, scissors, scrum, line out (attack and defence))
- demonstrating communication and influence on team performance
- contributing to strategy and tactics
- applying the team strategy in open play and set play.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Sailing – Crew-based events

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Royal Yachting Association recognised sailing-boat classes only. The list can be found online at:

<http://www.rya.org.uk/racing/youthjunior/info/Pages/recognised-classes>. This activity cannot be assessed with sailing in a single-handed dinghy.

Students must participate in practices and a formal/competitive regatta to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in a regatta (through no fault of their own), teachers may create an opportunity to enable students to demonstrate their appropriate skills. Students must perform as helmsman.

Skills/Content

Candidates should demonstrate the following skills as part of the assessment:

- launching and recovering the boat
- stopping
- reducing sail and anchoring (if applicable)
- capsize recovery
- essentials of sailing: boat balance, boat trim, centreboard position, sail setting (relative to the wind), course made good
- gybing
- tacking
- changing direction
- altering speed.

Candidates will also be assessed on:

- their ability to demonstrate knowledge and understanding of how to enhance control and movement of their craft to optimise performance
- their ability to successfully apply the rules of navigation and competition
- their ability to plan a course to gain an advantage over opponents, to maximise start position and start speed
- their application of tactics in a race setting
- their ability to sail fast and efficiently in all conditions.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1-8	(1-4 marks) Performance meets all requirements at this level	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Basic ability to perform spontaneously and adapt to the prevailing conditions • Limited understanding and application of appropriate tactics in a competitive setting • Rarely communicates with other members of the crew during the race and with little impact. • Fails to work effectively with other members of the crew • Tactical changes are ineffective and inconsistent when attempting to manage the course/speed during the race/competitive situation • Race/competitive situation is completed with difficulty/uncompleted
		(5-8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Competent ability to perform spontaneously and adapt to the prevailing conditions • Inconsistent understanding and application of appropriate tactics in a competitive setting • Occasionally communicates with other members of the crew during the race and with some positive impact • Attempts to work with other members of the crew but with inconsistent success • Tactical changes are infrequent but with some influence when attempting to manage the course/speed during the race/competitive situation • The race/competitive situation is completed but with some difficulty
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Good ability to perform spontaneously and adapt to the prevailing conditions • Good understanding and application of appropriate tactics in a competitive setting • Communicates regularly with other members of the crew during the race and with a positive impact on the performance of the other members of the crew and the vessel • Works with other members of the crew with some success • Tactical changes are made mostly at appropriate times with a positive impact when attempting to manage the course/speed during the race/competitive situation • The race/competitive situation is completed efficiently
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Very good ability to perform spontaneously and adapt to the prevailing conditions • Advanced understanding and application of appropriate tactics in a competitive setting • Communicates throughout the event with other members of the crew during the race and with a significantly positive impact on the performance of the other members of the crew and the vessel • Works effectively with other members of the crew with success • Works with other members of the crew with some success • Tactical changes are made at appropriate times with a very positive impact when attempting to manage the course/speed during the race/competitive situation • The race/competitive situation is successfully completed with a high level of performance
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Outstanding ability to perform spontaneously and adapt to the prevailing conditions • Outstanding understanding and application of tactics in a competitive setting • Communicates consistently and with purpose throughout the event with other members of the crew, with an extremely positive impact on the performance of the other members of the crew and the vessel • Works extremely effectively with other members of the crew with consistent success • Effective tactical changes are made at appropriate times with a very positive impact when attempting to manage the course/speed during the race/competitive situation • The race/competitive situation is successfully completed with an outstanding level of performance
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Sailing – Single-handed dinghy

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Royal Yachting Association recognised sailing-boat classes only. The list can be found online at:

<http://www.rya.org.uk/racing/youthjunior/info/Pages/recognised-classes>. This activity cannot be assessed with sailing in team-based events.

Students must participate in practices and a formal/competitive regatta to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in a regatta (through no fault of their own), teachers may create an opportunity to enable students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation:

- launching and recovering the boat
- stopping
- reducing sail
- capsize recovery
- essentials of sailing: boat balance, boat trim, centreboard position, sail setting (relative to the wind), course made good
- gybing
- tacking
- changing direction
- altering speed.

Candidates will also be assessed on:

- their ability to demonstrate knowledge and understanding of how to enhance control and movement of their craft to optimise performance
- their ability to successfully apply the rules of navigation and competition
- their ability to plan a course to gain an advantage over opponents, to maximise start position and start speed
- their application of tactics in a race setting
- their ability to sail fast and efficiently in all conditions.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1-8	(1-4 marks) Performance meets all requirements at this level	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Basic ability to perform spontaneously and adapt to the prevailing conditions. • Limited understanding and application of appropriate tactics in a competitive setting. • Tactical changes are ineffective and inconsistent when attempting to manage the course/speed during the event. • The race/competitive situation is completed with difficulty/uncompleted.
		(5-8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Competent ability to perform spontaneously and adapt to the prevailing conditions. • Inconsistent understanding and application of appropriate tactics in a competitive setting. • Tactical changes are occasional but with some influence when attempting to manage the course/speed during the event. • The race/competitive situation is completed but with some difficulty.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Good ability to perform spontaneously and adapt to the prevailing conditions. • Good understanding and application of appropriate tactics in a competitive setting. • Tactical changes are made mostly at appropriate times with a positive impact when seeking to manage the course/speed during the event. • The race/competitive situation is completed efficiently.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Very good ability to perform spontaneously and adapt to the prevailing conditions. • Advanced understanding and application of appropriate tactics in a competitive setting. • Tactical changes are made at appropriate times with a very positive impact when managing the course/speed during event. • The race/competitive situation is successfully completed with a high level of performance.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Outstanding ability to perform spontaneously and adapt to the prevailing conditions. • Outstanding understanding and application of tactics in a competitive setting. • Effective tactical changes are made at appropriate times with a very positive impact when managing the course/speed during the event. • The race/competitive situation is successfully completed with an outstanding level of performance.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Sculling – Singles

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, including using the skills/techniques from unopposed and conditioned practices, as well as:

- lifting, carrying and launching the boat
- overall sculling action/stroke: accuracy, length/speed, effectiveness, to include: entry, drive, extraction and recovery
- ratio, rhythm and timing
- sculling in competitive environments between 1000–2000m or time trials up to 3000m
- ability to keep to a stroke count and communication
- securing the boat and disembarking.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the race and with little impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed with difficulty or uncompleted. • Struggles to keep to a stroke count and to work as part of the crew.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a competent level. • Able to keep to a stroke count and to work as part of the crew but with errors.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the race with good impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a good level. • Able to keep to a stroke count and work effectively as part of the team, but with minor errors.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the race with very good impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a very good level, leading a race or group. • Able to keep to a stroke count and work effectively as part of the team, with few, if any, errors.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the race with outstanding impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to an outstanding level, leading a race or group. • Able to keep to a stroke count and work highly effectively as part of the team, without errors.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Sculling – Team

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students must participate in conditioned practices and a competitive event to meet the criteria for this assessment. Students may be assessed in a pair or a quad.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, including using the skills/techniques from unopposed and conditioned practices, as well as:

- lifting, carrying and launching the boat
- overall sculling action/stroke: accuracy, length/speed, effectiveness, to include: catch, drive, extraction and recovery
- ratio, rhythm and timing
- sculling in competitive environments between 1000–2000m or time trials up to 3000m
- ability to keep to a stroke count and communication
- the ability to pace the race evenly and apply tactical variation, such as establishing a lead in the early phase of the race or developing a fast finish. Students will demonstrate their contribution to keeping the boat pace high through the middle phase of the race and support an increase in boat speed towards the end of the race
- securing the boat and disembarking.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1-8	(1-4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the race and with little impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed with difficulty or uncompleted. • Struggles to keep to a stroke count and to work as part of the crew.
		(5-8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a competent level. • Able to keep to a stroke count and to work as part of the crew but with errors.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the race with good impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a good level. • Able to keep to a stroke count and work effectively as part of the crew, but with minor errors.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the race with very good impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to a very good level. • Able to keep to a stroke count and work effectively as part of the crew, with few, if any, errors.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the race with outstanding impact. • Sculling in competitive environments 'side by side' between 1000-2000m or time trials up to 3000m are completed to an outstanding level, leading a race or group. • Able to keep to a stroke count and work highly effectively as part of the crew, without errors.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Skiing

Skiing must be assessed **outdoor and/or indoor** on snow and cannot be assessed on dry slopes.

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, in, for example:

A slalom (1:15 gates depending on level), downhill or ski cross:

- management of the course
- managing speed
- managing direction
- adapting to changing conditions
- adapting to changing terrain
- adapting to competitors
- route selection appropriate to level
- use of appropriate physical attributes to benefit performance (coordination, dynamic balance)
- focus and self-control appropriate to the demands of the formal/competitive situation.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self. • Attempts to respond to environmental conditions, but with multiple misjudgments. • Any tactical changes are ineffectively applied in response to the changing conditions and terrain, with multiple misjudgments. • Limited success when applying strategies to avoid hazards (e.g. ice, rocks).
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self. • Some response to environmental conditions, but with misjudgments. • Tactical changes are sometimes effectively applied in response to the changing conditions and terrain, but with misjudgments. • Some success when applying strategies to avoid hazards (e.g. ice, rocks).
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self. • Effective response to environmental conditions, but with minor misjudgments. • Tactical changes are effectively applied in response to the changing conditions and terrain, but with minor misjudgments. • Good level of success when applying strategies to avoid hazards (e.g. ice, rocks).
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level with accurate timing of application, with few, if any, errors or misjudgments even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor). • Very good influence on the performance and motivation of self. • Effective response to environmental conditions, with few, if any, misjudgments. • Tactical changes are effectively applied in response to the changing conditions and terrain, with few, if any, misjudgments. • Very good level of success when applying strategies to avoid hazards (e.g. ice, rocks).
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level with accurate timing of application, without errors or misjudgments, even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor). • Outstanding influence on the performance and motivation of self. • Highly effective response to environmental conditions, without misjudgments. • Tactical changes are applied highly effectively in response to the changing conditions and terrain, without misjudgments. • Outstanding level of success when applying strategies to avoid hazards (e.g. ice, rocks).
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Snowboarding

Snowboarding must be assessed **outdoor and/or indoor** on snow and cannot be assessed on dry slopes.

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, in, for example:

- slalom (1:15 gates depending on level), downhill or border cross:
- management of the course
- managing speed
- managing direction
- adapting to changing conditions
- adapting to changing terrain
- adapting to competitors
- route selection appropriate to level
- use of appropriate physical attributes to benefit performance (coordination, dynamic balance)
- focus and self-control appropriate to the demands of the formal/competitive situation.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self. • Attempts to respond to environmental conditions, but with multiple misjudgments. • Any tactical changes are ineffectively applied in response to the changing conditions and terrain, with multiple misjudgments. • Limited success when applying strategies to avoid hazards (e.g. ice, rocks).
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self. • Some response to environmental conditions, but with misjudgments. • Tactical changes are sometimes effectively applied in response to the changing conditions and terrain, but with misjudgments. • Some success when applying strategies to avoid hazards (e.g. ice, rocks).
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self. • Effective response to environmental conditions, but with minor misjudgments. • Tactical changes are effectively applied in response to the changing conditions and terrain, but with minor misjudgments. • Good level of success when applying strategies to avoid hazards (e.g. ice, rocks).
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level with accurate timing of application, with few, if any, errors or misjudgments even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor). • Very good influence on the performance and motivation of self. • Effective response to environmental conditions, with few, if any, misjudgments. • Tactical changes are effectively applied in response to the changing conditions and terrain, with few, if any, misjudgments. • Very good level of success when applying strategies to avoid hazards (e.g. ice, rocks).
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level with accurate timing of application, without errors or misjudgments, even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor). • Outstanding influence on the performance and motivation of self. • Highly effective response to environmental conditions, without misjudgments. • Tactical changes are applied highly effectively in response to the changing conditions and terrain, without misjudgments. • Outstanding level of success when applying strategies to avoid hazards (e.g. ice, rocks).
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Squash

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation:

- grip and swing
- movement around the court
- forehand and backhand drives – straight and cross court
- serves – forehand lob and hard-hit; backhand
- return of serve
- volley drives – forehand, backhand
- lob – forehand and backhand
- drop shot
- boast – forehand and backhand
- tactical application: use of side walls, angles, switching, length change, deception
- appropriate shot selection with length, height, speed and angle
- 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 court)
- demonstrating communication and influence on performance
- applying own strategy in competitive play
- ability to adapt to the environment and changing circumstances.

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level. • Basic shot selection 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. • Basic influence on the performance and motivation of self. • Any tactical changes are ineffectively applied in response to the opponent's actions, with multiple misjudgments. • Attempts are made to adapt to changes in a competitive situation but with little success; such as: playing the same shot to return serve, capitalising on some of the opponent's weaknesses or responding to an opponent dominating the T.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level. • Competent shot selection to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent. • Some influence on the performance and motivation of self. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt 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.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level. • Good shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent. • Good influence on the performance and motivation of self. • Tactical changes are effective in response to the opponent's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation with a good level of success: such as changing the shot played, capitalising on own strengths and opponent's weaknesses, and effectively responding to an opponent dominating the T.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level. • Very good shot selection 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. • Very good influence on the performance and motivation of self. • Applies tactical changes effectively in response to the opposition's actions, with few, if any misjudgments. • Adapts effectively to changes in a competitive situation with a very good level of success: such as changing the shot played with improvisation, capitalising on own strengths and opponent's weaknesses, and responding successfully to an opponent dominating the T.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level. • Outstanding shot selection and seeks to create openings to dominate rallies, thereby winning points with a variety of proactive and effective shots without reliance on unforced errors of the opponent. • Outstanding influence on the performance and motivation of self. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents with an outstanding level of success: such as changing the shot with improvisation and disguise, capitalising on own strengths and opponent's weaknesses, and responding successfully to an opponent dominating the T.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Swimming

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, for one stroke or event, over a distance that aligns with the NGB regulations. All strokes to include starts, turns and finishes. Synchronised swimming is not appropriate.

Stroke:

Performance of one of the following strokes: front crawl, back crawl, breaststroke and butterfly.

Skills/techniques:

Start, entry, movement under water, body position, breathing control, arm action and leg kick, coordination of arms and legs, pace of swim, turn, finish.

Distances of events include:

Individual freestyle, or front crawl, is the stroke with the most events with competitive races in **50m, 100m, 200m, 400m, 800m** and **1500m**.

Backstroke, breaststroke and butterfly individual events take place over **100m** and **200m** distances.

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • The level of technical efficiency and use of strategies enable the student to maintain a basic level of technique throughout the swim, which may not be completed. • Body position and breathing are at a basic level for part of the swim and will deteriorate towards the end of the swim. The arm pulls and leg kicks are inefficient. • Racing starts made but at a basic level and finishes may break some competition rules, e.g. breast stroke. • Turns are performed at a basic level and tumble turns, if offered, are very limited.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • The level of technical efficiency and the use of strategies enable the student to maintain a competent level of technique for most of the swim but fatigue is evident towards the end of the swim. • Body position, breathing and timing are at a competent level for most of the swim but the style and efficiency may deteriorate towards the end of the swim. The arm pulls and leg kicks are less than mechanically sound. • Racing starts and finishes are performed at a competent level, but lack speed and efficiency. • Turns are performed at a competent level and tumble turns may be shown but lack speed and efficiency.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • The level of technical efficiency and the use of strategies will enable the student to maintain a good level of technique throughout the swim. • Body position, breathing and timing are at a good level, with the arm pull and leg kick being mechanically sound throughout the swim. • Racing starts and finishes are performed at a good level with a good underwater action at the start and turn. • Tumble turns are shown as appropriate and are legal and efficient, with good finesse.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • The level of technical efficiency and the use of strategies will enable the student to maintain a very good level of technique throughout the swim. • Body position, breathing and timing are at a very good level with the arm pull and leg kick being effective throughout the swim. • Racing starts and finishes are performed at a very good level with a very good underwater action at the start and turn. • Tumble turns are shown as appropriate and are always fast, legal and efficient, with very good finesse.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • The level of technical efficiency and the use of strategies will enable the student to maintain an outstanding level of technique throughout the swim. • Body position, breathing and timing are at an outstanding level with the arm pull and leg kick being highly effective throughout the swim. • Racing starts and finishes are performed at an outstanding level with an outstanding underwater action at the start and turn. • Tumble turns are performed at a high level and are always fast, legal and efficient, with outstanding finesse.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Table Cricket

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Students will be assessed within one of the three profile classes for table cricket (see http://www.ntu.ac.uk/adapted_sports). They will be assessed in all three 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.

Batting:

- Grip and ready position
- Holding still until the ball has reached them
- Pushing the ball (not hitting) with accuracy
- Controlling the individual batting action
- Playing the most productive stroke
- Reacting differently to different bowls
- Tactical awareness: use of side panels, variation of stroke.

Bowling:

- Aligning the launcher
- Placing the ball on the launcher
- Releasing the ball
- Varying the ball delivery in response to batters' weaker areas
- Directing fielders.

Skills/Content

Fielding (including the active fielder role):

- Supporting the bowler
- Tactical awareness of how the batters respond to certain balls
- Tactical awareness of how the bowler is delivering the ball
- Tactical awareness of where they should place themselves around the table (in discussion with the bowler)
- Intercepting the ball (active panel fielders only).

Competitive tactics:

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.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed at a basic level. • Skills will be executed with basic control of the ball. • Decision making is at a basic level: such as allowing the opposition an advantage on frequent occasions and relying on unforced errors of the opponent to score runs. • Any tactical changes are ineffectively applied in response to opponent's actions, with multiple misjudgments: such as sometimes setting the right field, but with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success: such as changes to fielding positions.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed at a competent level. • Skills will be executed from a balanced position and with competent control of the ball. • Decision making is at a competent level: such as choosing appropriate technique to play the ball in some situations, seeking to score runs/take wickets, thereby enabling own team to gain an advantage. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success: such as changing fielding positions and capitalising on the opposing teams weaknesses in order to dominate opponents.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed at a good level. • Skills will be executed from a balanced position and with good control of the ball. • Decision making is at a good level: such as making good choices of technique in most situations, thereby scoring runs/taking wickets and enabling own team to gain an advantage. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in competitive situation to dominate opponents with a good level of success: such as changing the angle and line of the launcher when bowling, making good adjustments to play the most productive shot when batting, and capitalising on own team's strengths and the opposing team's weaknesses.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed at a very good level. • Skills will be executed from a balanced position and with very good control of the ball. • Decision making is at a very good level: such as making very good choices of technique, thereby scoring runs/taking wickets and enabling own team to gain an advantage. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments: such as setting the fielding to very good positions to get the opposition out as quickly as possible. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success: such as changing the angle and line of the launcher when bowling to take a wicket, making very good adjustments (when batting) to play a 'run-scoring' shot, capitalising on own team's strengths and the opposing team's weaknesses.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed at an outstanding level. • Skills will be executed from a balanced position and with outstanding control of the ball. • Decision making is at an outstanding level: such as making outstanding choices of technique, thereby scoring runs/taking wickets and enabling own team to gain a significant advantage. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments: such as successfully setting the fielding positions to get the opposition out as quickly as possible. • Adapts highly effectively to changes in a competitive situation with an outstanding level of success: such as using the optimum angle and line of launcher when bowling, making optimum adjustments (when batting) to play the optimum 'run-scoring' shot, capitalising on own team's strengths and the opposing team's weaknesses.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Table Tennis

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation:

- grip and ready position and movement at and around the table
- push – forehand and backhand
- topspin drives – forehand and backhand
- serves – chop, top spin and side spin
- return of serve
- loop – forehand and backhand
- sidespin loop - forehand
- block
- tactical application: third ball attacks, variation, deception, in doubles
- appropriate shot selection with length, height, speed and angle
- 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)
- demonstrating communication and influence on performance
- applying own strategy in competitive play
- ability to adapt to the environment and changing circumstances.

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level. • Basic shot selection to return the ball or create openings to dominate rallies, relying on unforced errors of the opponent to score points. • Basic influence on the performance and motivation of self. • Any tactical changes are ineffectively applied in response to the opponent's actions, with multiple misjudgments. • Attempts are made to adapt to changes in a competitive situation but with limited success: such as not playing the same shot to return serve, capitalising on some of the opponent's weaknesses or playing tactically in a deuce situation.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level. • Competent shot selection to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent. • Some influence on the performance and motivation of self. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation with some success: such as changing the shot played, capitalising on opponent's weaknesses or playing tactically in a deuce situation.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level. • Good shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent. • Good influence on the performance and motivation of self. • Tactical changes are effective in response to the opponent's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation with a good level of success: such as changing the shot played, capitalising on own strengths and opponent's weaknesses and playing tactically, and successfully, in a deuce situation.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level. • Very good shot selection 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. • Very good influence on the performance and motivation of self. • Applies tactical changes effectively in response to the opposition's actions, with few, if any misjudgments. • Adapts effectively to changes in a competitive situation with a very good level of success: such as changing the shot played with improvisation, capitalising on own strengths and opponent's weaknesses and playing tactically, and successfully, in a deuce situation.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level. • Outstanding shot selection and seeks to create openings to dominate rallies, thereby winning points with a variety of proactive and effective shots without reliance on unforced errors of the opponent. • Outstanding influence on the performance and motivation of self. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents with an outstanding level of success: such as changing the shot played with improvisation and disguise, capitalising on own strengths and opponent's weaknesses, and playing tactically and successfully in deuce situations.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Tennis

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation:

- tactical application: movement pressure, variation, deception, serve and volley
- appropriate shot selection with length, height, speed and angle
- 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)
- demonstrating communication and influence on performance
- applying own strategy in competitive play
- ability to adapt to the environment and changing circumstances.

Level	Marks	Guidance	Description
	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a basic level. • Basic shot selection to return the ball or create openings to dominate rallies, relying on unforced errors of the opponent to score points. • Basic influence on the performance and motivation of self. • Any tactical changes are ineffectively applied in response to the opponent's actions, with multiple misjudgments. • Attempts are made to adapt to changes in a competitive situation but with limited success: such as not playing the same shot to return serve, capitalising on some of the opponent's weaknesses or playing tactically in a deuce situation.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a competent level. • Competent shot selection to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent. • Some influence on the performance and motivation of self. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation with some success: such as changing the shot played, capitalising on opponent's weaknesses or adapting to an opponent who hits with more power and depth.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a good level. • Good shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent. • Good influence on the performance and motivation of self. • Tactical changes are effective in response to the opponent's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation with a good level of success: such as varying the return of serve, capitalising on the opponent's weaknesses or adapting to an opponent who hits with more power and depth.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to a very good level. • Very good shot selection 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. • Very good influence on the performance and motivation of self. • Applies tactical changes effectively in response to the opposition's actions, with few, if any misjudgments. • Adapts effectively to changes in a competitive situation with a very good level of success, such as: changing the shot played with improvisation and capitalising on own strengths and opponent's weaknesses to beat an opponent who hits with more power and depth.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Skills and techniques performed to an outstanding level. • Outstanding shot selection and seeks to create openings to dominate rallies, thereby winning points with a variety of proactive and effective shots without reliance on unforced errors of the opponent. • Outstanding influence on the performance and motivation of self. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents with an outstanding level of success, such as: changing shots with improvisation and disguise and capitalising on own strengths and opponent's weaknesses to beat an opponent who hits with more power and depth.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Trampolining

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation.

Level	Marks	Guidance	Description																		
	0		No rewardable evidence.																		
1	1–8	(1–4 marks) Performance meets all requirements of this level.	As a guideline, students may offer one of the routines shown below based on the appropriate performance level or submit a voluntary routine of their choice, with the tariff. <table><tr><th colspan="2">8-bounce routine</th></tr><tr><td>1</td><td>Full twist jump</td></tr><tr><td>2</td><td>Straddle jump</td></tr><tr><td>3</td><td>Seat landing</td></tr><tr><td>4</td><td>½ twist to feet</td></tr><tr><td>5</td><td>Pike jump</td></tr><tr><td>6</td><td>½ twist jump</td></tr><tr><td>7</td><td>Front landing</td></tr><tr><td>8</td><td>To feet</td></tr></table>	8-bounce routine		1	Full twist jump	2	Straddle jump	3	Seat landing	4	½ twist to feet	5	Pike jump	6	½ twist jump	7	Front landing	8	To feet
		8-bounce routine																			
1	Full twist jump																				
2	Straddle jump																				
3	Seat landing																				
4	½ twist to feet																				
5	Pike jump																				
6	½ twist jump																				
7	Front landing																				
8	To feet																				
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Demonstrates appropriate tariffed 8 bounce routine. Skills, techniques and decision making are characterised by little precision, control, fluency and height during a formal/competitive situation. The performance will lack height and travel and/or gain will be apparent.																		

Level	Marks	Guidance	Description																						
2	9–16	(9–12 marks) Performance meets all requirements of this level.	As a guideline, students may offer one of the routines shown below based on the appropriate performance level or submit a voluntary routine of their choice, with the tariff. <table><tr><th colspan="2">10-bounce routine</th></tr><tr><td>1</td><td>½ twist jump</td></tr><tr><td>2</td><td>Tuck jump</td></tr><tr><td>3</td><td>Seat landing</td></tr><tr><td>4</td><td>½ twist to seat landing</td></tr><tr><td>5</td><td>To feet</td></tr><tr><td>6</td><td>Pike jump</td></tr><tr><td>7</td><td>Back landing</td></tr><tr><td>8</td><td>To feet</td></tr><tr><td>9</td><td>Straddle jump</td></tr><tr><td>10</td><td>Full twist jump</td></tr></table>	10-bounce routine		1	½ twist jump	2	Tuck jump	3	Seat landing	4	½ twist to seat landing	5	To feet	6	Pike jump	7	Back landing	8	To feet	9	Straddle jump	10	Full twist jump
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7	Back landing																								
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9	Straddle jump																								
10	Full twist jump																								
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Demonstrates appropriate tariffed 10 bounce routine. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. The performance will show some height but some travel and/or gain may be apparent.																						

Level	Marks	Guidance	Description																						
3	17–24	(17–20 marks) Performance meets all requirements of this level.	As a guideline, students may offer one of the routines shown below based on the appropriate performance level or submit a voluntary routine of their choice, with the tariff. <table><tr><th colspan="2">10-bounce routine</th></tr><tr><td>1</td><td>½ twist to front landing</td></tr><tr><td>2</td><td>To feet</td></tr><tr><td>3</td><td>½ twist jump</td></tr><tr><td>4</td><td>Tuck jump</td></tr><tr><td>5</td><td>Seat landing</td></tr><tr><td>6</td><td>½ twist to seat landing</td></tr><tr><td>7</td><td>½ twist to feet</td></tr><tr><td>8</td><td>Pike jump</td></tr><tr><td>9</td><td>Straddle jump</td></tr><tr><td>10</td><td>Full twist jump</td></tr></table>	10-bounce routine		1	½ twist to front landing	2	To feet	3	½ twist jump	4	Tuck jump	5	Seat landing	6	½ twist to seat landing	7	½ twist to feet	8	Pike jump	9	Straddle jump	10	Full twist jump
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8	Pike jump																								
9	Straddle jump																								
10	Full twist jump																								
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Demonstrates appropriate tariffed 10 bounce routine. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. The performance will show good height and less travel and/or gain will be apparent.																						

Level	Marks	Guidance	Description																						
4	25–32	(25–28 marks) Performance meets all requirements of this level.	As a guideline, students may offer one of the routines shown below based on the appropriate performance level or submit a voluntary routine of their choice, with the tariff. <table><tr><th colspan="2">10-bounce routine</th></tr><tr><td>1</td><td>Full twist jump</td></tr><tr><td>2</td><td>Pike jump</td></tr><tr><td>3</td><td>Seat landing</td></tr><tr><td>4</td><td>½ twist to seat landing</td></tr><tr><td>5</td><td>To feet</td></tr><tr><td>6</td><td>Straddle jump</td></tr><tr><td>7</td><td>Back landing</td></tr><tr><td>8</td><td>To feet</td></tr><tr><td>9</td><td>Tuck jump</td></tr><tr><td>10</td><td>Front somersault</td></tr></table>	10-bounce routine		1	Full twist jump	2	Pike jump	3	Seat landing	4	½ twist to seat landing	5	To feet	6	Straddle jump	7	Back landing	8	To feet	9	Tuck jump	10	Front somersault
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7	Back landing																								
8	To feet																								
9	Tuck jump																								
10	Front somersault																								
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Demonstrates appropriate tariffed 10 bounce routine. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. The performance will show very good height and control and little if any evidence of travel or gain and with a controlled out bounce.																						

Level	Marks	Guidance	Description																						
5	33–40	(33–36 marks) Performance meets all requirements of this level.	As a guideline, students may offer one of the routines shown below based on the appropriate performance level or submit a voluntary routine of their choice, with the tariff. <table><tr><th colspan="2">10-bounce routine</th></tr><tr><td>1</td><td>Back somersault tucked</td></tr><tr><td>2</td><td>Pike jump</td></tr><tr><td>3</td><td>Seat landing</td></tr><tr><td>4</td><td>½ twist to seat landing</td></tr><tr><td>5</td><td>To feet</td></tr><tr><td>6</td><td>Straddle jump</td></tr><tr><td>7</td><td>Back landing</td></tr><tr><td>8</td><td>To feet</td></tr><tr><td>9</td><td>Tuck jump</td></tr><tr><td>10</td><td>Front somersault (tucked)</td></tr></table>	10-bounce routine		1	Back somersault tucked	2	Pike jump	3	Seat landing	4	½ twist to seat landing	5	To feet	6	Straddle jump	7	Back landing	8	To feet	9	Tuck jump	10	Front somersault (tucked)
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6	Straddle jump																								
7	Back landing																								
8	To feet																								
9	Tuck jump																								
10	Front somersault (tucked)																								
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	Demonstrates an appropriate tariffed 10 bounce routine. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. The performance will show outstanding height and control with no travel or gain and with a controlled out bounce.																						

Triathlon

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a sprint event which is recognised, approved and sanctioned by the British Triathlon Federation. Candidates will need to demonstrate the ability to compete safely and ensure that the safety of others is not compromised by their own performance. Candidates will need to understand and apply the rules of the NGB and those of the relevant event.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Sprint: Swim 750m; cycle 20kms; run 5kms

Skills/techniques:

Swim

- entry into the water
- body position
- breathing control
- breathing both sides
- arm action and leg kick
- coordination of arms and legs
- pace of swim
- drafting, if in open water
- turns, if in a pool.

Cycle

- starting, braking, cornering, shifting, climbing, descending
- application of appropriate strategies
- tactical positioning within a group of riders (whilst conforming to rules of the event), movement within a group, providing a lead out, being led out, jumping out of a group, breaking away, pulling a group back from a breakaway, bridging a gap
- application of appropriate strategies in conjunction with the physical fitness of the rider.

Run

- posture
- leg and arm action
- coordination of legs and arms
- stride pattern
- pacing.

Transitions

- T1, Swim to cycle: Exit from the swim, peeling off, mounting the bike and establishing race position
- T2, Cycle to run: Racking or handing-off bike, removal of cycle kit and putting on running shoes before exiting to the course.

Students should consider and apply the following when competing:

- select the most appropriate techniques and tactics relevant for their event
- adapt techniques and tactics to maximise performance based on feedback and past experience
- apply pace judgement
- ensure efficient and effective transitions
- take account of external factors, e.g. course conditions, weather, crowd, competitors in race.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. Attempts to respond to environmental conditions, but with multiple misjudgments. Swim: The level of technical efficiency and use of strategies enable the student to maintain a basic level of technique throughout the swim, although this may not be achieved. • Body position and breathing are at a basic level for the first part of the swim and will deteriorate towards the end of the swim. The arm pulls and leg kicks are inefficient and poorly coordinated. • Water entry and exit to T1 is basic and impacts negatively on performance. In open water, is unable to draft effectively, losing time as a result. • In a pool, turns are performed at a basic level. Cycle: • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Any tactical changes and race strategies are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. • Demonstrates a basic ability to distinguish between the demands of the different races and poor pace judgement is reflected in the performance. Run: • Distinct lack of co-ordination arm and leg movement with significant inconsistencies in stride pattern. • Running action is jerky preventing any economy of movement. • Lacking pace judgement and tactical awareness.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
			• Unable to respond to changes in pace to improve performance and position. • Little tactical awareness. Transitions: • Aisle routes are unknown, leading to a loss of efficiency and time. • Kit and equipment for the next phase are unprepared and excessive time is taken when moving through the transition area. • Transitions are unplanned, unpracticed and poorly executed, leading to reduced performance into the next phase of the event and loss of position.

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. Swim: The level of technical efficiency and the use of strategies enable the student to maintain a competent level of technique for most of the swim but fatigue is evident towards the end of the swim. • Body position, breathing and timing are at a competent level for most of the swim but the style and efficiency may deteriorate towards the end of the swim. • The arm pulls and leg kicks are less than mechanically sound. • Entry into the water and exit to T1 are performed at a competent level, but lack speed and efficiency. • In open water attempts to draft but with inconsistent success. • In a pool turns are performed at a competent level but lack speed and efficiency. Cycle: • Some communication during the race with some impact. • Some response to environmental conditions, but with misjudgments. • Tactical changes and race strategies are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success. • Demonstrates a competent ability to distinguish between the demands of the different races and some pace judgement is reflected in the race performance. Run: • Shows some co-ordination of arm and leg movement but with inconsistencies in stride pattern. • Running action is occasionally jerky which allows some economy of movement, especially at the start of the run.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
			• Able to judge pace accurately. • Economical style is apparent, but becomes less so towards end of race • Tries to respond to changes to pace by other competitors to improve performance and position but with limited effect and success. • Some tactical awareness but does not attempt to influence the outcome of the race. Transitions • Aisle routes are known but performance is inconsistent, leading to some loss of efficiency and time. • Aspects of kit and equipment for the next phase are prepared and appropriately located, meaning a loss of a little time when moving through the transition area. • Transitions are planned, have been practised to some extent, but are inconsistently executed, leading to a minimal reduction in performance into the next phase of the event with the potential of a loss of position.

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. Swim: • Body position, breathing and timing are at a good level, with the arm pull and leg kick being mechanically sound throughout the swim. • Entry into the water and exit to T1 are performed at a good level with efficient technique. • In open water is able to draft with some success and with a positive impact on race position. • In a pool the turns are appropriate, legal and efficient, with good finesse. Cycle: • Effective communication during the race with good impact. • Effective responses to environmental conditions, but with minor misjudgments. • Tactical changes and race strategies are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success. • Demonstrates ability to distinguish between the demands of the different races and good pace judgement is reflected in the race performance. Run: • Good co-ordination of arm and leg movement with a consistent stride pattern. • Running action is smooth allowing for economy of movement, but which is less secure towards the end of the run. • Good pace judgement with economical style throughout. • Responds to changes in pace by other competitors to improve performance and position with some success. • Good level of tactical awareness and seeks to influence outcome of the race with some success.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
			Transitions • Aisle routes are known and the performance consistent, with no apparent loss of efficiency and time. • All kit and equipment for the next phase are prepared and appropriately located, meaning no loss of time when moving through the transition area. • Transitions are planned, have been practised and are consistently executed, meaning no reduction in performance or loss of position into the next phase.

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. Swim: • Body position, breathing and timing are at a very good level with the arm pull and leg kick effective throughout the swim. • Entry into the water and exit to T1 are performed at a very good level. • In open water drafts effectively throughout to gain an advantage in performance and position. • In a pool, turns are appropriate and are always fast, legal and efficient, with very good finesse. Cycle: Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Effective communication during the race with very good impact. • Effective response to environmental conditions, with few, if any, misjudgments. • Applies tactical changes and race strategies effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success. • Demonstrates a very good ability to distinguish between the demands of the different races and very good pace judgement is reflected in the race performance. Run: • Very good co-ordination of arm and leg movement with a consistent and regular stride pattern. • Running action is smooth allowing for economy of movement throughout the run. • Very good technique over full distance.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
			- Shows pace judgement by hitting certain markers in specified times, and is able to respond to changes in pace if required to improve performance and position. - Very good tactical awareness and is able to influence the outcome of the race. Transitions: - Aisle routes are well known, with a smooth and efficient level of performance and executed well enough to gain time on rivals. - All kit and equipment for the next phase are carefully prepared and appropriately located, meaning time is gained when moving through the transition area. - Transitions are carefully planned, have been practised thoroughly and are consistently well executed, enabling a gain in performance and position into the next phase.

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. Swim: • Body position, breathing and timing are at an outstanding level with the arm pull and leg kick being highly effective and very well coordinated throughout. • Entry into the water and exit to T1 are performed at an outstanding level. • In open water drafts effectively throughout to gain a substantial advantage in performance and position. • In a pool, turns are performed at a high level and are always fast, legal and efficient, with outstanding finesse. Cycle: • Highly effective communication during the race with outstanding impact. • Responds highly effectively to environmental conditions. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success. • Demonstrates outstanding ability to distinguish between the demands of the different races and outstanding pace judgement is reflected in the race performance. Run: • Outstanding co-ordination of arm and leg movement with a highly consistent and regular stride pattern to match the demands of the event. • Running action is smooth and efficient allowing for excellent economy of movement throughout. • Outstanding technique over full distance.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
			• Maintains own pace regardless of other athletes' pace but is also able to respond efficiently and effectively to changes in pace if required to improve performance and position. Able to manipulate the pace of the race to dominate opponents. • Shows outstanding tactical awareness and is able to dominate the outcome of the race. Transitions: • Aisle routes are very well known, with a smooth and highly efficient level of performance and executed well enough to gain significant time on rivals. • All kit and equipment for the next phase are meticulously prepared and located in optimum positions, meaning a significant amount of time is gained when moving through the transition area. • Transitions are thoroughly planned, have been practised comprehensively and are very well executed, enabling a significant gain in performance and position into the next phase.

Volleyball

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the game (through no fault of their own), teachers may create an opportunity (for example permitting players 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.

Skills/Content

Students will be assessed on the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position:

- appropriate technique selection with accuracy, and optimum trajectory and pace
- contribution to the application of tactics: smash/block cover, combination attacks, specialist (one or two) setter systems, use of libero
- 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)
- decision making (making correct decision to use appropriate techniques)
- contribution to strategy and tactics
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (weather, loss of a player).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. - Position-specific skills and techniques performed to a basic level: appropriate techniques to play the ball in some situations but struggles with accuracy, causing the breakdown in the rally on frequent occasions and allowing the opposition to score points. - Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. - Basic influence on the performance and motivation of self and others. - Rarely communicates during the game and with little impact. - Attempts to adapt to changes in a competitive situation with little success, such as occasionally smashing past the block or changing position.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level: appropriate techniques to play the ball in most situations, with variable success. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Attempts to adapt to changes in a competitive situation with some success, such as moving to be in the appropriate position.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level: appropriate techniques to play the ball in most situations, with a good level of success. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Adapts effectively to changes in a competitive situation with a good level of success, such as not being blocked at the net very often and often moving to the optimum position.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level: appropriate techniques to play the ball in almost every situation, with a very good level of success. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Adapts effectively to changes in a competitive situation with a very good level of success, such as rarely being blocked at the net and rarely being in any other but the optimum position.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level: appropriate techniques to play the ball in every situation, with an outstanding level of success. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Adapts highly effectively to changes in a competitive situation with an outstanding level of success, such as not being blocked at the net and always being in the optimum position.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Water Polo

This activity is available for first teaching from September 2020 and first certification from Summer 2022.

Students must participate in conditioned practices and a full-sided competitive game to meet the criteria for this assessment. Where it becomes apparent to the teacher that the students have not been given the opportunity to demonstrate their full range of skills in the match (through no fault of their own), teachers may create an opportunity (for example, permitting players to switch sides) or use a conditioned practice (for example, an overload situation) to allow students to demonstrate their appropriate skills.

Skills/Content

Students will be assessed on the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position, when:

Outfield player:

- eggbeater leg kick
- swimming with the ball (pushing the ball forward with shoulders; carrying the ball with one hand)
- passing – ensuring effective techniques for wet and dry passes; passing when stationary and moving; scoop pass; high pass
- receiving – signalling and preparing a target; one-handed catches; catching when stationary and on the move
- shooting – ensuring effective techniques for the power shot, lob shot, corner shot, 'T' shot and bounce shot
- progression down the pitch, with or without the ball
- defending – jockeying, marking, blocking and tackling
- evasion – feinting and losing a defender.

Goalkeeper skills:

- passing – ensuring effective techniques for wet and dry passes; passing when stationary and moving; directing and starting attacks
- anticipation, positioning and narrowing the angle
- receiving/catching the ball at a variety of heights with one or both hands
- blocking
- avoiding rebounds
- keeping hold of the ball/retaining possession of the ball.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1–8	(1–4 marks) Performance meets all requirements at this level	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Wheelchair Basketball

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation dependent on the player's position.

Players may be assessed within the classification as defined by the International Wheelchair Basketball Federation (IWBF).

- Passing and receiving – chest, feed off, hand off, bounce, overhead, hook
- Shooting – lay-up, set, free, hook
- Dribbling – two pushes one bounce, continuous
- Rebounding and boxing out
- Chair control
- Application in competitive 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
- Appropriate technique selection with accuracy, and optimum trajectory and pace
- 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).

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Wheelchair Rugby

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation, dependent on the player's position, when:

- passing (e.g. one handed, on move)
- handling (e.g. off loads)
- catching (e.g. from pass)
- tackling
- evasion
- interceptions
- contribution to open play (e.g. creating space, passing under pressure - attack and defence)
- contribution to unit development and communication
- contribution to set play/moves (e.g. corner inbound positioning, side inbound positioning - attack and defence)
- contribution to the overall success of the team in the game (e.g. chair positioning, passing lane, screening)
- demonstration of communication
- contribution to strategy and tactics (e.g. using the pile for defence, using the pile to break the press)
- application of team strategy – open play/set play.

Level	Marks	Guidance	Description
	0		No rewardable evidence.
1	1–8	(1–4 marks) Performance meets all requirements of this level.	Demonstrates a basic level of performance. Skills, techniques and decision making are characterised by little precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a basic level. • Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Any tactical changes are ineffectively applied in response to the opposition's actions, with multiple misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.
		(5–8 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements of this level.	Demonstrates a competent level of performance. Skills, techniques and decision making are characterised by some precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a competent level. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact. • Tactical changes are sometimes effectively applied in response to the opposition's actions, but with misjudgments. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.
		(13–16 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements of this level.	Demonstrates a good level of performance. Skills, techniques and decision making are characterised by good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a good level. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good influence on the performance and motivation of self and others. • Effective communication during the game with good impact. • Tactical changes are effective in response to the opposition's actions, but with minor misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a good level of success.
		(21–24 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements of this level.	Demonstrates a very good level of performance. Skills, techniques and decision making are characterised by very good precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to a very good level. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good influence on the performance and motivation of self and others. • Effective communication during the game with very good impact. • Applies tactical changes effectively in response to the opposition's actions, with few, if any, misjudgments. • Adapts effectively to changes in a competitive situation to dominate opponents, with a very good level of success.
		(29–32 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements of this level.	Demonstrates an outstanding level of performance. Skills, techniques and decision making are characterised by outstanding precision, control and fluency, during a formal/competitive situation. • Position-specific skills and techniques performed to an outstanding level. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding influence on the performance and motivation of self and others. • Highly effective communication during the game with outstanding impact. • Applies tactical changes highly effectively in response to the opposition's actions, without misjudgments. • Adapts highly effectively to changes in a competitive situation to dominate opponents, with an outstanding level of success.
		(37–40 marks) Performance meets all requirements of this level and may sometimes exceed expectations.	

Windsurfing

This activity is available for first teaching from September 2020 and first certification from Summer 2022. Students must be assessed in one of the following disciplines of windsurfing: freestyle, wave, course or slalom.

Skills/Content

Students will be assessed on their personal performance across a variety of skills/techniques in conditioned practice/competition and in a fully formal/competitive situation. Consideration should be given to the quality demonstrated of their skills, techniques and decision-making processes to meet the challenges of a formal/competitive situation.

Students should be taught to perform as many of the listed skills as possible and be able to demonstrate them as individual movements or as part of a sequence of skills:

- mounting the board
- lifting the sail
- beach starts
- water starting
- gybing
- carve gybing
- advanced carving
- bump and jump
- tacking
- roll tacking
- capsize recovery
- changing direction
- altering speed.

Candidates will also be assessed on:

- their ability to successfully apply the rules of competition and demonstrate knowledge and understanding of how to optimise control and movement of their craft to optimise performance
- their application of tactics, including, for example, how best to utilise the effect of the wind and water movement and the potential impact of the swell and chop
- their ability to plan a course to gain an advantage over opponents, to maximise start position and start speed
- their ability, in freestyle and wave competition, to perform a routine, adapting the composition to select the most suitable tricks to jump off and waves to ride in order to score maximum points, and within the timed period.

Level	Marks	Guidance	Description
0	0		No rewardable evidence
1	1-8	(1-4 marks) Performance meets all requirements at this level	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. - Skills and techniques performed to a basic level with inaccurate timing of application and with multiple errors and misjudgments. - Basic ability to perform spontaneously and adapt to the prevailing conditions - Basic spatial awareness and limited understanding and application of appropriate short-term tactics to progress around the course or perform a routine
		(5-8 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
2	9–16	(9–12 marks) Performance meets all requirements at this level	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a competent level with some accurate timing of application, but with errors and misjudgments. • Competent ability to perform spontaneously and adapt to the prevailing conditions • Competent spatial awareness but with inconsistent understanding and application of appropriate short-term tactics to progress around the course or perform a routine
		(13–16 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
3	17–24	(17–20 marks) Performance meets all requirements at this level	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a good level, with mostly accurate timing of application, but with minor errors and misjudgments. • Good ability to perform spontaneously and adapt to the prevailing conditions • Good spatial awareness and with an increasingly effective understanding and application of appropriate short-term tactics to progress around the course or perform a routine
		(21–24 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
4	25–32	(25–28 marks) Performance meets all requirements at this level	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to a very good level, with accurate timing of application, with few, if any, errors or misjudgments. • Very good ability to perform spontaneously and adapt to the prevailing conditions • Very good spatial awareness and advanced understanding and application of appropriate short-term tactics to progress around the course or perform a routine
		(29–32 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

Level	Marks	Guidance	Description
5	33–40	(33–36 marks) Performance meets all requirements at this level	Demonstrates an outstanding level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed to an outstanding level, with accurate timing of application, without errors or misjudgments. • Outstanding ability to perform spontaneously and adapt to the prevailing conditions • Outstanding spatial awareness and exceptional understanding and application of appropriate short-term tactics to progress around the course or perform a routine
		(37–40 marks) Performance meets all the requirements of this level and may sometimes exceed expectations	

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