Summary of changes in Pearson Edexcel Level 1/2 GCSE (9–1) in PE practical performance assessment criteria Issue 3

Changes affecting all sports	Page number
Clarification has been added to the General Guidance regarding the requirements for skills performance.	2
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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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*Badminton, Dance, Squash, Table Tennis and Tennis are permitted as either team or individual activities, as per the list set by the Department for Education (see the qualification specification for further information)

1 Introduction

About this publication

An introduction

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

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

The document give you:

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

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

General marking guidance

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

Using these practical performance assessment grids

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

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

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

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

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

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

1. perform their activity's skills/techniques (as described in the content/skills section of the assessment grid) in isolation/unopposed situations. This is assessed out of 10 marks.

2. apply their activity's skills/techniques in controlled practices and a conditioned/formal/competitive situation with the motivation to win the game/competition/complete a performance . This is assessed out of 25 marks.

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

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

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

How to award marks for the levels-based mark scheme

Finding the right level

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

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

Placing a mark within a level

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

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

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

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

Assessing students with physical disabilities

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

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

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

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

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

Guidance relating to the use of alternative evidence for practical performance

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

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

The most suitable form of alternative evidence will be video.

Recording practical performances

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

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

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

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

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

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

- student name and number
- performance role.

Before the assessment

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

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

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

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

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

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

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

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

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

Test the camera

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

At the beginning of the assessment

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

During the performance

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

After the assessment

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

2 Team activities

Association Football

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. Outfield players' skills/techniques: • passing (short passes - push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • heading (attack/defence) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting - dominant foot). OR Goal keeping (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).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: Outfield players and goal keeper (where appropriate): • receiving the ball and control (first touch, either/both feet, thigh, chest) • jockeying (shadowing ball/player, channelling) • striking the ball (shooting, clearing, long passes) • 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. 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 • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	OR Goal keeping (if player's chosen position): • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for association football

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: Skills/techniques: • passing (short passes - push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • heading (attack/defence) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting - dominant foot). Goal keeping (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).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned /formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the full sided game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: Skills/techniques: • passing (short passes – push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • heading (attack/defence) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting - dominant foot). Goal keeping (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).	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the full sided game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: Skills/techniques: • passing (short passes - push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • heading (attack/defence) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting - dominant foot). Goal keeping (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).	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the full sided game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: Skills/techniques: • passing (short passes - push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • heading (attack/defence) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting - dominant foot). Goal keeping (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).	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the full sided game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: Skills/techniques: • passing (short passes - push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • heading (attack/defence) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting - dominant foot). Goal keeping (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).	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Badminton

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality demonstrated for any **four** of the following shots using appropriate skills and techniques: • 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 Candidates will be assessed on their grips and implementation for different shots, and their stance, court position, 'ready position' and court movement.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • 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 and the speed of the court • Contribution to set play/moves • Demonstrating communication and influence on team performance if offering as a doubles activity • Applying the strategy in open play and set play. • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for association badminton

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, in relation to the following. During their four selected types of shots: • Incorrect grip. • Inconsistent set up for the shot to be played. • Incorrect alignment of feet, body and head. • Jerky swing. • Shuttle frequently missed, miss-hit and not lofted. • Poor movement around the court.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Little or no consideration of the demands of the situation, leading to inappropriate shot selection • Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations. • Fails to respond to playing conditions, such as the temperature and humidity and their impact on the shuttle, appropriately • Little or no application of appropriate tactical change to the selected shot in response to opponents' actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents; fails to create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, in relation to the following. During their four selected types of shots: • Appropriate grip for some shots. • Some evidence of correct set up for the shot to be played. • Some appropriate alignment of feet, body and head, but with fundamental errors. • Swing with some aim and balance, but with some significant misjudgements. • Shuttle sometimes miss-hit and/or not lofted. • Some appropriate movement around the court.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate shot in most situations to return the shuttle or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points • Basic control, fluency and accuracy of technique/skill, with some adaptations to play. • Some attempts to respond to environmental conditions, but with misjudgements. • Applies appropriate tactical changes to the selected shot in response to opponents' actions, but with significant errors. • Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve, capitalising on some of the opponent(s) weaknesses or occasionally adapting to an opponent who hits with more power and depth.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to the following. During their four selected types of shots: • Appropriate grip. • Appropriate and mostly consistent set up for the shot to be played. • Appropriate and consistent alignment of feet, body and head, with some errors. • Swing with competent aim and balance, but with some misjudgements. • Shuttle hit appropriately, but with some miss-hits. • Appropriate movement around the court.	3	11–15	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. • Chooses appropriate shot in most situations to return the shuttle or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent • Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors. • Effective responses to playing conditions, such as the temperature and humidity and their impact on the shuttle, appropriately, but with misjudgements • Applies appropriate tactical changes to the selected shot in response to opponents' actions, but with errors. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, in relation to the following. During their four selected types of shots: • Appropriate grip. • Appropriate and consistent set up for the shot to be played. • Appropriate and consistent alignment of feet, body and head, with few errors. • Swing with good aim and balance, but with minor misjudgements. • Shuttle consistently hit appropriately, but with few minor miss-hits. • Good movement around the court.	4	16–20	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. • Effectively takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors. • Effective responses to playing conditions, such as the temperature and humidity and their impact on the shuttle, appropriately, with minor misjudgements • Applies appropriate tactical changes effectively to the selected shot in response to opponents' actions with few errors. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, in relation to the following. During their four selected types of shots: • Appropriate, firm and technically correct grip throughout. • Appropriate and consistent set up for the shot to be played. • Correct alignment of feet, body and head when required. • Fluid swing taking going through full range. • Shuttle hit with consistent and accurate direction and distance, with few, if any, errors. • Very good movement around the court.	5	21–25	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. • Consistently chooses appropriate shot to return the shuttle and seeks to create openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary. • Effective responses to playing conditions such as the temperature and humidity and their impact on the shuttle, appropriately • Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents, such as changing the shot played, capitalising on own strengths and opponent(s) weaknesses.

Basketball

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • passing and receiving – chest, bounce, javelin, overhead • shooting – lay-up, reverse lay-up with weak hand, set, jump • dribbling – either hand, changes of direction, pace, crossover, spin • rebounding and boxing out • footwork – pivot, stop.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • application in competitive situation: fast break, give and go, 1 v. 1 attack and defence, man to man and zone defence, post play, screens, re-starts like jump ball and out of bounds, motion and zone offence • appropriate technique with accuracy, and optimum trajectory and pace • decision making • 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for basketball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Skills and techniques are executed with inadequate co-ordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare. • Unable to contribute effectively in an unopposed practice because of frequent unforced errors. • Little or no movement around the court or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent. • Able to maintain an unopposed practice showing basic control over accuracy and direction, but with many unforced errors. • Limited movement around the court or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements. • Able to demonstrate competent skills in an unopposed practice situation showing consistent control and accuracy but with some unforced errors. • Appropriate and mostly effective movement around the court leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and with precision, but with minor misjudgements. • Able to demonstrate a range of individual skills in an unopposed practice showing consistent control of the ball and with few unforced errors. • Consistent and fluent movement around the court in order to be able to use appropriate techniques in most situations.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • An extensive range of skills and techniques are executed with very good effective timing, accuracy and with appropriate application in the almost all situations. Skills will be executed from a balanced position and with precise control of the ball. • Able to demonstrate a full range of individual skills in an unopposed practice showing consistent control and accuracy, with very few unforced errors. • Effective movement around the court with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Hurling and Camogie

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice: • passing (puck on the run, hand pass) • tackling (block, hook) • catching (chest catch, overhead catch) • shooting (points, goals) • running with the ball (control of sliotar on the hurley) • pick up (roll lift, jab lift) • controlling a moving ball • batting a ball overhead • dribble (control of sliotar on the ground) • pulling on sliotar (ground strike on the run) • free taking.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • contribution to open play (making supporting runs, getting open for a pass, tracking back and covering on defence) • contribution to set plays (free taking, side-line cuts) • decision making (making correct decision to use hand pass over puck, shooting when appropriate, running with sliotar when 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Assessment criteria for hurling and camogie

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • passing (puck on the run, hand pass) • tackling (block, hook) • catching (chest catch, overhead catch) • shooting (points, goals) • running with the ball (control of sliotar on the hurley) • pick up (roll lift, jab lift) • controlling a moving ball • batting a ball overhead • dribble (control of sliotar on the ground) • pulling on sliotar (ground strike on the run) • free taking.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • passing (puck on the run, hand pass) • tackling (block, hook) • catching (chest catch, overhead catch) • shooting (points, goals) • running with the ball (control of sliotar on the hurley) • pick up (roll lift, jab lift) • controlling a moving ball • batting a ball overhead • dribble (control of sliotar on the ground) • pulling on sliotar (ground strike on the run) • free taking.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • passing (puck on the run, hand pass) • tackling (block, hook) • catching (chest catch, overhead catch) • shooting (points, goals) • running with the ball (control of sliotar on the hurley) • pick up (roll lift, jab lift) • controlling a moving ball • batting a ball overhead • dribble (control of sliotar on the ground) • pulling on sliotar (ground strike on the run) • free taking.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • passing (puck on the run, hand pass) • tackling (block, hook) • catching (chest catch, overhead catch) • shooting (points, goals) • running with the ball (control of sliotar on the hurley) • pick up (roll lift, jab lift) • controlling a moving ball • batting a ball overhead • dribble (control of sliotar on the ground) • pulling on sliotar (ground strike on the run) • free taking.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • passing (puck on the run, hand pass) • tackling (block, hook) • catching (chest catch, overhead catch) • shooting (points, goals) • running with the ball (control of sliotar on the hurley) • pick up (roll lift, jab lift) • controlling a moving ball • batting a ball overhead • dribble (control of sliotar on the ground) • pulling on sliotar (ground strike on the run) • free taking.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Cricket

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the assessor that the students are not being given the opportunity to demonstrate their full range of skills in the game, assessors may intervene to create an opportunity (for example permitting 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.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed in any **two** of the following three positions: batting, bowling, or fielding/wicket keeping when performed in isolation/unopposed practice: • **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 wicket keeper 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	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes in any two of the following three positions (batting, bowling, fielding/wicket keeping) to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • contribution to 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for cricket

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Skills and techniques are executed with inadequate co-ordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare. • Unable to contribute effectively in net or fielding practices because of frequent errors. • Little or no movement around the pitch or outfield or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent • Able to contribute to net or fielding practices showing basic control over accuracy and direction, but with many errors. • Limited movement around the pitch and outfield or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements • Able to demonstrate competent skills in a net or fielding practice showing consistent control and accuracy but with some unforced errors • Appropriate and mostly effective movement around the pitch and outfield leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and precision, but with minor misjudgements • Able to demonstrate a range of individual skills in a net or fielding practice showing consistent control of the ball and with few unforced errors. • Consistent and fluent movement around the pitch and outfield in order to be able to use appropriate techniques in most situations.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • An extensive range of skills and techniques are executed with very god effective timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball • Able to demonstrate a full range of individual skills in a net or fielding practice showing consistent control and accuracy, with very few errors • Effective movement around the pitch and outfield with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Dance

Any form of dance is acceptable providing the candidate is able to meet the requirements of the assessment criteria.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality demonstrated for any **four** of the following skills: • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs The following should be considered when performing the above skills in isolation: **Technical and expressive skills** including posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection	Candidates should demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with refinement, precision, control and fluency to perform in **either** a solo, duet or group dance of between 2–3 minutes. Where candidates choose to perform in a group dance, there can be a maximum of five performers in the group. The following skills and techniques should be used as appropriate: • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures • Motif The following should be considered when performing the above skills during a dance performance in a conditioned/formal/competitive situation: **Body action** which develops from simple to more complex coordination of isolated body parts and phases of movement involving the whole body **Awareness** of dynamics, use of rhythm and timing, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway **Technical and expressive skills** including posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection. • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria dance

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, in relation to the following. • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs Demonstrates **ineffective** levels of the following, where relevant: • posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection • ineffective accuracy of actions, dynamics and spatial content • lacks confidence and concentration in performance.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Demonstrates an ineffective level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection • Ineffective accuracy of actions, dynamics and spatial content, with inconsistent timing. • Lacks confidence and concentration in performance, showing little communication of mood and meaning. • Able to link together simple movements but with inconsistent fluency. • There is limited evidence of motif development. • Explores a basic theme through some relevant movement content, but with a literal/obvious outcome. • Interpretation of the accompaniment is incidental or choice of accompaniment shows little relevance to theme. • If relevant, group relationships are coincidental and there is limited sensitivity to other dancers.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, in relation to the following. • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs Demonstrates **basic** levels of the following, where relevant: • posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection • basic accuracy in some, but not all, aspects of actions, dynamics and spatial content. • projects self with some confidence but focus tends to be inward	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Demonstrates basic level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection. • Basic accuracy of actions, dynamics and spatial content, with inconsistent timing. • Projects self with some confidence but focus tends to be inward. • Able to link body actions and movement phrases with some fluidity. • The motif is developed showing some basic choreographic methods in a structured form, e.g. contrast and repetition are evident and the sequence shows a beginning, middle and end. • Conveys a basic theme using relevant movement content but sometimes lacks clarity and is not sustained throughout the dance. • The choice of accompaniment is clear but does not always reflect the theme fully. • If relevant, group relationships are evident and there is some, but limited, sensitivity to other dancers.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to the following. • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs Demonstrates **competent** levels of the following, where relevant: • posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection • competent accuracy in nearly all aspects of actions, dynamics and spatial content • projects self with confidence but focus lacks consistency.	3	11–15	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. • Demonstrates competent level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection. • Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence but focus lacks consistency. • There is some evidence of the link between the student's own physical ability and the art of successful expression, but one may be more evident than the other. • Demonstrates clarity of expression through intended body action, showing competent fluency of movement and rhythmic awareness. • The motif is developed using a variety of methods, enabling the dance to be performed with clarity and interest. • The theme is communicated throughout the dance. • The choice of accompaniment is clear and adds to the overall impact of the choreographic intent. • If relevant, group relationships are planned for, with sensitivity to other dancers, which may not always be sustained.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, in relation to the following. • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs Demonstrates **good** levels of the following, where relevant: • posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection • good accuracy in all aspects of actions, dynamics and spatial content • projects self with confidence and is focused throughout.	4	16–20	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. • Demonstrates good level of control of movements and a variety of skills, some advanced, in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection. • Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing. • Projects self with confidence and is focused throughout the dance. • A link is evident between the student's own physical ability and the art of successful expression. • Rhythmic patterns show good fluency, continuity and logical progression. • The motif is developed using a variety of more challenging methods and devices, enabling the dance to be performed with clarity and interest. • The theme is communicated with sensitivity throughout the dance. • The choice of accompaniment is well matched and gives opportunities to support the structure and content of the dance, enhancing the overall impact of the choreographic intent. • If relevant, group relationships are appropriate and well planned, with sensitivity to other dancers throughout.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, in relation to the following. • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs Demonstrates **very good** levels of the following, where relevant: • posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection • wholly accurate execution of all aspects of actions, dynamics and spatial content. • projects self with very good confidence and is focused throughout.	5	21–25	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. • Demonstrates good level of control of movements and a variety of skills, most advanced, in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection. • 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. A highly engaging and committed performance. • A close link is evident between the student's own physical ability and the art of successful expression. • The motif is complex, thus making for a clear, sensitive and skilful performance, demonstrating unity and coherence and adding interest to the composition. • The motif is developed using a variety of advanced methods and devices, enabling the dance to be performed with very good clarity and interest. • The theme is communicated with sensitivity and commitment throughout the dance, resulting in a completely engaging experience for the audience. • The choice of accompaniment is sophisticated and mature, entirely supporting and complementing the structure and content of the dance, enhancing the overall impact of the choreographic intent. • If relevant, group relationships are sophisticated, showing very good sensitivity to other dancers throughout.

Gaelic Football

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • kicking from hand (punt, hook, outside of boot) • place kicking (kicking from ground) • tackling (dispossessing man on ball, block down) • catching (overhead, chest high) • tap down break (from high ball) • positioning (breaking ball) • shooting (points, goals) • running with the ball (hop and solo) • evasion (sidestep, dummy solo) • pick up (crouch, flick up) • fist pass (to man, for point).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • contribution to open play (making supporting runs, getting open for a pass, tracking back and covering on defence, positioning for breaks) • contribution to set plays (free taking, 45s) • contribution to strategy and tactics • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • decision making (e.g. correct decision to use hand pass over kick pass, shooting when appropriate, running with ball when appropriate) • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for Gaelic football

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • kicking from hand (punt, hook, outside of boot) • place kicking (kicking from ground) • tackling (dispossessing man on ball, block down) • catching (overhead, chest high) • tap down break (from high ball) • positioning (breaking ball) • shooting (points, goals) • running with the ball (hop and solo) • evasion (sidestep, dummy solo) • pick up (crouch, flick up) • fist pass (to man, for point).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • kicking from hand (punt, hook, outside of boot) • place kicking (kicking from ground) • tackling (dispossessing man on ball, block down) • catching (overhead, chest high) • tap down break (from high ball) • positioning (breaking ball) • shooting (points, goals) • running with the ball (hop and solo) • evasion (sidestep, dummy solo) • pick up (crouch, flick up) • fist pass (to man, for point).	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • kicking from hand (punt, hook, outside of boot) • place kicking (kicking from ground) • tackling (dispossessing man on ball, block down) • catching (overhead, chest high) • tap down break (from high ball) • positioning (breaking ball) • shooting (points, goals) • running with the ball (hop and solo) • evasion (sidestep, dummy solo) • pick up (crouch, flick up) • fist pass (to man, for point).	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • kicking from hand (punt, hook, outside of boot) • place kicking (kicking from ground) • tackling (dispossessing man on ball, block down) • catching (overhead, chest high) • tap down break (from high ball) • positioning (breaking ball) • shooting (points, goals) • running with the ball (hop and solo) • evasion (sidestep, dummy solo) • pick up (crouch, flick up) • fist pass (to man, for point).	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • kicking from hand (punt, hook, outside of boot) • place kicking (kicking from ground) • tackling (dispossessing man on ball, block down) • catching (overhead, chest high) • tap down break (from high ball) • positioning (breaking ball) • shooting (points, goals) • running with the ball (hop and solo) • evasion (sidestep, dummy solo) • pick up (crouch, flick up) • fist pass (to man, for point).	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Handball

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • passing (right and left hand, short, long, stationary, on the move) • catching (one handed, two handed, static, on the move) • control (stability in performance of skills) • footwork (running pass, running shot, dribbling) • evasion (breakthrough, feints with and without a ball) • shooting where appropriate to position (jump shot from the wing, jump shot from the back court, dive shot, standing shot) • defending (blocking, tackling, interceptions, stealing, man to man, zonal) • goalkeeping skills (shot stopping – hands, legs, trunk, putting the ball down, long and short shots, fast attack).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • contribution to open play (e.g. 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 (for example loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for handball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, in relation to: • passing • catching • control • footwork • evasion • shooting where appropriate to position • defending • goalkeeping skills if appropriate.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, in relation to: • passing • catching • control • footwork • evasion • shooting where appropriate to position • defending • goalkeeping skills if appropriate.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to: • passing • catching • control • footwork • evasion • shooting where appropriate to position • defending • goalkeeping skills if appropriate.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, in relation to: • passing • catching • control • footwork • evasion • shooting where appropriate to position • defending • goalkeeping skills if appropriate.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, in relation to: • passing • catching • control • footwork • evasion • shooting where appropriate to position • defending • goalkeeping skills if appropriate.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Hockey

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the following skills when performed in isolation or unopposed practice: Outfield: • passing (drive, push, flick, drag flick, reverse hit) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting, where appropriate to position (forward line attack, penalty corner) • defending (channelling, shadowing, man to man, zonal) OR Goal keeping (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) • dealing with aerial shots (stick side, non-stick side) • kicking (distribution, clearance) • use of stick/hand • tackling	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: Outfield: • interception (pass, shot) • 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 • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies OR

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	Goal keeping (if player's chosen position): • restarts (attack, defence, corners, free hits) • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • contribution to set play/moves • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for hockey

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: Outfield: • passing (drive, push, flick) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting where appropriate to position (forward line attack, penalty corner) • defending (man to man) OR Goal keeping (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) dealing with aerial shots (stick side, non-stick side) • kicking (distribution, clearance) • use of stick/hand • tackling	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: Outfield: • passing (drive, push, flick) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting where appropriate to position (forward line attack, penalty corner) • defending (man to man) OR Goal keeping (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) • dealing with aerial shots (stick side, non-stick side) • kicking (distribution, clearance) • use of stick/hand • tackling	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: Outfield: • passing (drive, push, flick) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting where appropriate to position (forward line attack, penalty corner) • defending (man to man) OR Goal keeping (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) • dealing with aerial shots (stick side, non-stick side) • kicking (distribution, clearance) • use of stick/hand • tackling	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: Outfield: • passing (drive, push, flick) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting where appropriate to position (forward line attack, penalty corner) • defending (man to man) OR Goal keeping (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) • dealing with aerial shots (stick side, non-stick side) • kicking (distribution, clearance) • use of stick/hand • tackling	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9−10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: Outfield: • passing (drive, push, flick) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting where appropriate to position (forward line attack, penalty corner) • defending (man to man) OR Goal keeping (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) • dealing with aerial shots (stick side, non-stick side) • kicking (distribution, clearance) • use of stick/hand • tackling	5	21−25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Lacrosse

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the following skills when performed in isolation or unopposed practice: 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 and close range) • the draw/face off OR Goal keeping (if player's chosen position): • shot stopping (footwork, movement around goal area to deal with angles/deflections, free positions) • shot stopping - low shots (tick 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)	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: Outfield: • interception (pass, shot) • defending (channelling, 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies OR Goal keeping (if player's chosen position): • contribution to set play and open play • demonstrating communication and influence on team performance

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	- applying the team strategy in open play and set play - decision making - ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) - adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for lacrosse

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: 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, where appropriate to position (long range, close range) • the draw/face off Goal keeping (if player's chosen position): • shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions) • shot stopping - low shots (tick 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)	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: 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, where appropriate to position (long range, close range) • the draw/face off Goal keeping (if player's chosen position): • shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions) • shot stopping – low shots (tick 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)	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: 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, where appropriate to position (long range, close range) • the draw/face off Goal keeping (if player's chosen position): • shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions) • shot stopping – low shots (tick 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)	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: 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, where appropriate to position (long range, close range) • the draw/face off Goal keeping (if player's chosen position): • shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions) • shot stopping – low shots (tick 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)	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: 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, where appropriate to position (long range, close range) • the draw/face off Goal keeping (if player's chosen position): • shot stopping (footwork, movement around the goal area to deal with angles/deflections, free positions) • shot stopping – low shots (tick 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)	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Netball

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • passing (shoulder, chest, bounce, two handed over-head) • handling (ball control) • catching (one handed, two handed, static, on the move) • footwork (landing, pivot, running pass) • evasion (holding space, dodging) • shooting where appropriate to position (one/two handed, forward/backward step shot) • defending stages (1: player-to-player; 2: defending the pass; 3: denying space)	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for netball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • passing (shoulder, chest, bounce, two handed over-head) • handling (ball control) • catching (one handed, two handed, static, on the move) • footwork (landing, pivot, running pass,) • evasion (holding space, dodging) • shooting where appropriate to position (one/two handed, forward/backward step shot) • defending (player-to-player, defending the pass, denying space)	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • passing (shoulder, chest, bounce, two handed over-head) • handling (ball control) • catching (one handed, two handed, static, on the move) • footwork (landing, pivot, running pass) • evasion (holding space, dodging) • shooting where appropriate to position (one/two handed, forward/backward step shot) • defending (player-to-player, defending the pass, denying space)	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • passing (shoulder, chest, bounce, two handed over-head) • handling (ball control) • catching (one handed, two handed, static, on the move) • footwork (landing, pivot, running pass) • evasion (holding space, dodging) • shooting where appropriate to position (one/two handed, forward/backward step shot) • defending (player-to-player, defending the pass, denying space)	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • passing (shoulder, chest, bounce, two handed over-head) • handling (ball control) • catching (one handed, two handed, static, on the move) • footwork (landing, pivot, running pass) • evasion (holding space, dodging) • shooting where appropriate to position (one/two handed, forward/backward step shot) • defending (player-to-player, defending the pass, denying space)	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • passing (shoulder, chest, bounce, two handed over-head) • handling (ball control) • catching (one handed, two handed, static, on the move) • footwork (landing, pivot, running pass) • evasion (holding space, dodging) • shooting where appropriate to position (one/two handed, forward/backward step shot) • defending (player-to-player, defending the pass, denying space)	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Rowing

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality demonstrated of their ability to enter, exit and secure a boat and perform a rowing stroke, according to their chosen position or when coxing: **Rowing:** Stroke, to include: accuracy, length/speed, and effectiveness of the stroke: • overall rowing action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase). OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction • strategy.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges (according to their chosen role) during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: **Rowing:** • demonstrating communication and influence on team performance applying the team strategy • ability to adapt to the environment and changing circumstances (e.g. weather). • rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m • ability to keep to stroke count and team work • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies. OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction, e.g. change of stroke count • strategy • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Assessment criteria for rowing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: **Rowing:** Stroke, to include: accuracy, length/speed, and effectiveness of the stroke, is ineffective, inefficient and contains many errors: • overall rowing action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase). OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction • strategy	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the race. • No awareness and use of environmental conditions to benefit performance. • Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are inconsistent and occasionally completed • Ability to keep to stroke count and to work as part of the crew is ineffective.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: **Rowing:** Stroke, to include: accuracy, length/speed, and effectiveness of the stroke: • overall rowing action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase). OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction • strategy	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • 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 without success. • Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are completed with difficulty/uncompleted. • Ability to keep to stroke count and to work as part of the crew is basic and inconsistent.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: **Rowing:** Stroke, to include: accuracy, length/speed, and effectiveness of the stroke: • overall rowing action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase). OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction • strategy.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed. • Ability to keep to stroke count and to work as part of the crew is competent and consistent.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: **Rowing:** Stroke, to include: accuracy, length/speed, and effectiveness of the stroke: • overall rowing action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase). OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction • strategy.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the race, but with misjudgements. • Responds to environmental conditions with some success. • Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed competitively. • Ability to keep to stroke count and team work is good and consistent.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: **Rowing:** Stroke, to include: accuracy, length/speed, and effectiveness of the stroke: • overall rowing action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase). OR **Coxing:** Effectiveness, to include: • safety • steering • communication and instruction • strategy.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the race with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Rowing in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed leading a race/group. • Ability to keep to stroke count and to work as part of the crew is very good, effective and consistent.

Rugby League

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation/unopposed practice. • passing (running pass, dummy half pass) • off loading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • 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 (side step, swerve, hand off) • 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 • decision making • ability to adapt to the environment • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for rugby league

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • passing (running pass, dummy half pass) • off loading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook)	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • passing (running pass, dummy half pass) • off loading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion - side step or swerve) • scrum (as per position: binding, drive, hook)	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • passing (running pass, dummy half pass) • off loading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook)	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • passing (running pass, dummy half pass) • off loading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook) • position: binding, drive, hook)	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • passing (running pass, dummy half pass) • off loading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook)	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Rugby Union

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the following skills when performed in isolation/unopposed practice: • passing (lateral, spin) • offloading (before/after contact) • tackling (front, side) • rucking (ball presentation/clear out) • catching (high ball) • mauling (ball presentation/binding) • line-out work (as per position: binding, jumping, throw) • kicking (goal kicking, punt, grubber) • running with the ball (evasion – side step or swerve) • scrum (as per position: binding, drive, hook).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • handling (offloads) • catching (from pass, high ball) • tackling (side, smother) • evading (side step, swerve, hand off) • 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 • decision making • ability to adapt to the environment • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Assessment criteria for rugby union

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • passing (lateral, spin) • offloading (before/after contact) • tackling (front, side, smother) • rucking (ball presentation/clear out) • catching (high ball) • mauling (ball presentation/binding) • doing line-out work (as per position: binding/jumping/throw) • kicking (punt , grubber) • running with the ball (evasion) • in a scrum (as per position: binding, drive, hook).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • passing (lateral, spin) • offloading (before/after contact) • tackling (front, side, smother) • rucking (ball presentation/clear out) • catching (high ball) • mauling (ball presentation/binding) • doing line out-work (as per position: binding/jumping/throw) • kicking (punt, grubber) • running with the ball (evasion) • in a scrum (as per position: binding, drive, hook).	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control, and fluency, when: • passing (lateral, spin) • offloading (before/after contact) • tackling (front, side, smother) • rucking (ball presentation/clear out) • catching (high ball) • mauling (ball presentation/binding) • doing line-out work (as per position: binding/jumping/throw) • kicking (punt, grubber) • running with the ball (evasion) • in a scrum (as per position: binding, drive, hook).	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • passing (lateral, spin) • offloading (before/after contact) • tackling (front, side, smother) • rucking (ball presentation/clear out) • catching (high ball) • mauling (ball presentation/binding) • doing line-out work (as per position: binding/jumping/throw) • kicking (punt, grubber) • running with the ball (evasion) • in a scrum (as per position: binding, drive, hook).	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • passing (lateral, spin) • offloading (before/after contact) • tackling (front, side, smother) • rucking (ball presentation/clear out) • catching (high ball) • mauling (ball presentation/binding). • doing line-out work (as per position: binding/jumping/throw) • kicking (punt, grubber) • running with the ball (evasion) • in a scrum (as per position: binding, drive, hook).	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Squash

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • grip • 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.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • 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 ball) • demonstrating communication and influence on performance • applying own strategy in competitive play • ability to adapt to the environment and changing circumstances • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for squash

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • grip • 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.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Little or no consideration of the demands of the situation, leading to inappropriate shot selection and • Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations. • Fails to respond to playing conditions and their impact on the ball, appropriately • Little or no application of appropriate tactical change to the selected shot in response to opponent's actions. • Unaware of the need to adapt to changes in a competitive situation: repeatedly playing the same, and ineffective, shot to return serve, never capitalising on weaknesses of opponent(s) or responding to an opponent dominating the T.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • grip • 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.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points • Basic control, fluency and accuracy of technique/skill, with some adaptations to play. • Some attempts to respond to environmental conditions, but with misjudgements. • Applies appropriate tactical changes to the selected shot in response to opponent's actions, but with significant errors. • Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve, capitalising on some of the opponent(s)' weaknesses or responding to an opponent dominating the T.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • grip • 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.	3	11–15	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. • Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent • Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors. • Effective responses to playing conditions and their impact on the ball, appropriately, but with misjudgements. • Applies appropriate tactical changes to the selected shot in response to opponents' actions, but with errors. • Some effective, adaptations to make changes in a competitive situation with some success: such as changing the shot played, capitalising on opponent(s)' weaknesses or responding to an opponent dominating the T.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • grip • 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.	4	16–20	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. • Takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, thereby winning points with effective shots with less reliance on unforced errors of the opponent. • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors. • Effective responses to playing conditions and their impact on the ball, appropriately, with minor misjudgements • Applies appropriate tactical changes effectively to the selected shot in response to opponents' actions but with few errors. • Makes effective adaptations to changes in a competitive situation with regular success: such as changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, and effectively responding to an opponent dominating the T.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • grip • 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.	5	21–25	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. • Consistently chooses appropriate shot to return the ball and seeks to create openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary. • Effective responses to playing conditions and their impact on the ball. • Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions. • Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the shot played, capitalising on own strengths and opponent(s) weaknesses and responding successfully to an opponent dominating the T.

Table Tennis

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • grip and ready position • 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.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • tactical application: third ball attacks, variation, deception, in doubles (if offered as a doubles 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 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 • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for table tennis

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • grip and ready position • 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.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Little or no consideration of the demands of the situation, leading to inappropriate shot selection • Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations. • Fails to respond to playing conditions and their impact on the ball, appropriately • Limited success when applying a tactical change to selected shot. • Little or no application of appropriate tactical change to the selected shot in response to opponents' actions: repeatedly playing the same, ineffective, shot to return serve and never capitalising on weaknesses of opponent(s).

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • grip and ready position • 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.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points. • Basic control, fluency and accuracy of technique/skill, with some adaptations to play. • Attempts responses to playing conditions, such as space around the table, but with many inappropriate decisions. • Variable success when applying a tactical change(s) to the selected shot(s). • Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve and capitalising on some of the opponent(s)' weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • grip and ready position • 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.	3	11–15	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. • Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent. • Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors. • Effective responses to playing conditions and their impact on the ball, appropriately, but with misjudgements. • Successes when applying a tactical change(s) to the selected shot(s), such as choice of serve and return of serve, but with errors. • Some effective adaptations to make changes in a competitive situation with some success: such as changing the shot played and capitalising on opponent(s)' weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • grip and ready position • 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.	4	16–20	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. • Takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, winning points with effective shots with less reliance on unforced errors of the opponent. • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors. • Effective responses to playing conditions and their impact on the ball, appropriately, with minor misjudgements. • Applies appropriate tactical changes effectively to the selected shot in response to opponents' actions, with few errors. • Makes effective adaptations to changes in a competitive situation with regular success: changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, and playing tactically, often successfully.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • grip and ready position • 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.	5	21–25	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. • Consistently chooses appropriate shot to return the ball and creates openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary. • Effective responses to playing conditions and their impact on the ball. • Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions. • Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, playing tactically, consistently and successfully.

Tennis

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • grips and their implementation for different shots • movement around the court • ground shots – forehand and backhand with topspin, slice and flat • serves – flat, slice and top spin • return of serve • volley – forehand, backhand • lob – forehand and backhand, defensive and attacking • drop shot • half volley.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • 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 in doubles (if offered as a doubles activity) • applying own strategy in competitive play • ability to adapt to the environment and changing circumstances • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for tennis

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • grips and their implementation for different shots • movement around the court • ground shots – forehand and backhand with topspin, slice and flat • serves – flat, slice and top spin • return of serve • volley – forehand, backhand • lob – forehand and backhand, defensive and attacking • drop shot • lob and half volley.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Little or no consideration of the demands of the situation, leading to inappropriate shot selection and • Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations. • Fails to respond to playing conditions and their impact on the ball, appropriately. • Limited success when applying a tactical change to selected shot. • Little or no application of appropriate tactical change to the selected shot in response to opponent's actions: repeatedly playing the same shot to return serve, never capitalising on weaknesses of opponent(s) or playing tactically in to a deuce situation.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • grips and their implementation for different shots • movement around the court • ground shots – forehand and backhand with topspin, slice and flat • serves – flat, slice and top spin • return of serve • volley – forehand, backhand • lob – forehand and backhand, defensive and attacking • drop shot • lob and half volley.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning some points with effective shots as well as relying on unforced errors of the opponent to score points. • Basic control, fluency and accuracy of technique/skill, with some adaptations to play. • Attempts responses to playing conditions, and their impact on the ball, but with many inappropriate decisions. • Variable success when applying a tactical change(s) to the selected shot(s). • Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve, capitalising on some of the opponent(s)' weaknesses or playing tactically a deuce situation.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • grips and their implementation for different shots • movement around the court • ground shots – forehand and backhand with topspin, slice and flat • serves – flat, slice and top spin • return of serve • volley – forehand, backhand • lob – forehand and backhand, defensive and attacking • drop shot • lob and half volley.	3	11–15	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. • Chooses appropriate shot in most situations to return the ball or create openings to dominate rallies, thereby winning points with effective shots as well as unforced errors of the opponent. • Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors. • Effective responses to playing conditions and their impact on the ball, appropriately, but with misjudgements. • Successes when applying a tactical change(s) to the selected shot(s), such as choice of serve and return of serve, but with errors. • Some effective adaptations to make changes in a competitive situation with some success: such as changing the shot played, capitalising on opponent(s)' weaknesses, playing tactically in a deuce situation.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • grips and their implementation for different shots • movement around the court • ground shots – forehand and backhand with topspin, slice and flat • serves – flat, slice and top spin • return of serve • volley – forehand, backhand • lob – forehand and backhand, defensive and attacking • drop shot • lob and half volley.	4	16–20	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. • Takes into account the demands of the situation leading to appropriate shot selection to create openings to dominate rallies, winning points with effective shots with less reliance on unforced errors of the opponent. • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations and with few errors. • Effective responses to playing conditions and their impact on the ball, appropriately, with minor misjudgements. • Applies appropriate tactical changes effectively to the selected shot in response to opponent's actions with few errors. • Makes effective adaptations to changes in a competitive situation with regular success: changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, playing tactically, and often successfully, in a deuce situation.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • grips and their implementation for different shots • movement around the court • ground shots – forehand and backhand with topspin, slice and flat • serves – flat, slice and top spin • return of serve • volley – forehand, backhand • lob – forehand and backhand, defensive and attacking • drop shot • lob and half volley.	5	21–25	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. • Consistently chooses appropriate shot to return the ball and creates openings to dominate rallies, thereby winning points with proactive and effective shots with little reliance on unforced errors of the opponent • Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary. • Effective responses to playing conditions and their impact on the ball. • Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponent's actions. • Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the shot played, capitalising on own strengths and opponent(s)' weaknesses, playing tactically, and successfully, in a deuce situation.

Volleyball

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries – roll, dive.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (dependent on the player's position), including using the skills/techniques from isolation/unopposed situations, as well as: • 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 • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for association volleyball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries – roll, dive.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively: inappropriate technique in almost all situations to play the ball frequently causing the breakdown in the rally. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • Fails to respond to playing conditions appropriately, such as the amount of height above the net • Unaware of the need to adapt to changes in a competitive situation such as being repeatedly blocked at the net or being out of position.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries – roll, dive.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically: appropriate shot in most situations to play the ball but struggles with accuracy causing the breakdown in the rally on frequent occasions. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts responses to playing conditions, such as the amount of height above the net, but with many inappropriate decisions • Attempts are made to adapt to changes in a competitive situation with limited success such as occasionally smashing past the block or changing position.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries – roll, dive.	3	11–15	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. • Position-specific skills and techniques performed competently: appropriate technique shot to play the ball with variable success. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Effective responses to playing conditions, such as space around the court, with misjudgements. • Some effective, adaptations to make changes in a competitive situation with some success such as effective adaptations to changes in a competitive situation such as often moving to be in the appropriate.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries – roll, dive.	4	16–20	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. • Good position-specific skills and techniques: appropriate technique to play the ball shot in most situations. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Effective responses to playing conditions, such as the amount of height above the net, with minor misjudgements. • Makes effective adaptations to changes in a competitive situation with regular success such as not being blocked at the net very often and often moving to the optimum position.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries – roll, dive.	5	21–25	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. • Very good position-specific skills and techniques: appropriate technique to play the ball in almost every situation. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Effective responses to playing conditions, such as the amount of height above the net. • Makes effective adaptations to changes in a competitive situation with considerable success rarely being blocked at the net and rarely being other than in the optimum position.

Blind Cricket

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed in **two** of the three roles: batting, bowling, fielding/keeping wicket. Candidates will be assessed within the classification defined by the World Blind Cricket Council (WBCC), using rules and equipment as described by the WBCC. • **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 wicket keeper 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.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes, in two of the three roles of batting, bowling, fielding/keeping wicket, to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: Candidates will be assessed within the classification defined by the World Blind Cricket Council (WBCC), using rules and equipment as described by the WBCC. • contribution to open play • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • appropriate 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Assessment criteria for blind cricket

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Skills and techniques are executed with inadequate co-ordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare. • Unable to contribute effectively in net or fielding practices because of frequent errors. • Little or no movement around the pitch or outfield or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent • Able to contribute to net or fielding practices showing basic control over accuracy and direction, but with many errors • Limited movement around the pitch and outfield or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements • Able to demonstrate competent skills in a net or fielding practice showing consistent control and accuracy but with some unforced errors • Appropriate and mostly effective movement around the pitch and outfield leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and precision, but with minor misjudgements. • Able to demonstrate a range of individual skills in a net or fielding practice showing consistent control of the ball and with few unforced errors. • Consistent and fluent movement around the pitch and outfield in order to be able to use appropriate techniques in most situations.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • An extensive range of skills and techniques are executed with very god effective timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball. • Able to demonstrate a full range of individual skills in a net or fielding practice showing consistent control and accuracy, with very few errors. • Effective movement around the pitch and outfield with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Goal ball

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court) • listening (awareness of opposition position, ball position) • throws (right and left hand, bowled, rolled, turning) • passing/catching • defending (ready position, block, slide, defensive wall) • movement around court (speed, sound, switch position) • shooting (rotational, bounce, smooth, left, right handed).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • 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 • decision making • 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) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for goal ball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court) • listening (awareness of opposition position, ball position) • throws (right and left hand, bowled, rolled, turning) • passing/catching • defending (ready position, block, slide, defensive wall) • movement around court (speed, sound, switch position) • shooting (rotational, bounce, smooth, left, right handed).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court) • listening (awareness of opposition position, ball position) • throws (right and left hand, bowled, rolled, turning) • passing/catching • defending (ready position, block, slide, defensive wall) • movement around court (speed, sound, switch position) • shooting (rotational, bounce, smooth, left, right handed).	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court) • listening (awareness of opposition position, ball position) • throws (right and left hand, bowled, rolled, turning) • passing/catching • defending (ready position, block, slide, defensive wall) • movement around court (speed, sound, switch position) • shooting (rotational, bounce, smooth, left, right handed).	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court) • listening (awareness of opposition position, ball position) • throws (right and left hand, bowled, rolled, turning) • passing/catching • defending (ready position, block, slide, defensive wall) • movement around court (speed, sound, switch position) • shooting (rotational, bounce, smooth, left, right handed).	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • orientation (use of tactile line and squaring off, hand and foot sweep, throwing into court) • listening (awareness of opposition position, ball position) • throws (right and left hand, bowled, rolled, turning) • passing/catching • defending (ready position, block, slide, defensive wall) • movement around court (speed, sound, switch position) • shooting (rotational, bounce, smooth, left, right handed).	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Powerchair Football

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. Skills/techniques: • passing (push, spin) • travelling with the ball (dribbling) • tackling (front, side) • turning with the ball – recycling • striking the ball (shooting) • jockeying. OR Goal keeping (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.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: Outfield players: • 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 • decision making • applying the team strategy in open play and set play • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies OR Goal keeping (if player's chosen position): • use of appropriate physical attributes to benefit the performance (e.g. agility, reflexes) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for power chair football (and wheelchair football)

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: Skills/techniques: • passing (push, spin) • travelling with the ball (dribbling) • tackling (front, side) • turning with the ball – recycling • striking the ball (shooting) • jockeying. Goal keeping (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.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: Skills/techniques: • passing (push, spin) • travelling with the ball (dribbling) • tackling (front, side) • turning with the ball – recycling • striking the ball (shooting) • jockeying. Goal keeping (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.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: Skills/techniques: • passing (push, spin) • travelling with the ball (dribbling) • tackling (front, side) • turning with the ball – recycling • striking the ball (shooting) • jockeying. Goal keeping (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.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: Skills/techniques: • passing (push, spin) • travelling with the ball (dribbling) • tackling (front, side) • turning with the ball – recycling • striking the ball (shooting) • jockeying. Goal keeping (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.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: Skills/techniques: • passing (push, spin) • travelling with the ball (dribbling) • tackling (front, side) • turning with the ball – recycling • striking the ball (shooting) • jockeying. Goal keeping (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.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Table Cricket

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed in any **two** of the following roles: batting, bowling and fielding. The terms used for the range of skills/techniques below allow for the use of the full range of permitted assistive devices and/or assistants. Candidates will be assessed within one of the three profile classes for Table Cricket (see: http://www.ntu.ac.uk/adapted_sports) 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 Bowling: • Aligning the launcher • Placing the ball on the launcher • Releasing the ball Fielding (including the active fielder role): • Support the bowler • Tactically aware of where they should place themselves around the table (in discussion with the bowler) • Intercepting the ball (active panel fielders only)	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes, in any two of the roles: batting, bowling, fielding, to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: Candidates 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 **two** 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: • Playing the most productive stroke • Reacting differently to different bowls • Tactical awareness: use of side panels, variation of stroke • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies Bowling: • Varying the ball delivery in response to batters weaker areas • Directing fielder • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	Fielding (including the active fielder role):
	• Tactically aware of how the batters respond to certain balls
	• Tactically aware to how the bowler is delivering the ball
	• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
	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.

Assessment criteria for association football

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Skills and techniques are executed with inadequate co-ordination, inaccurate timing, positioning and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare. • Inconsistent and ineffective impact on the preparation for performance; unable to contribute effectively in bowling, batting or fielding practices because of frequent errors. • Little or no preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses ineffective technique resulting in no runs being scored/losing wickets/failing to take wickets, thereby relying on unforced errors of the opponent to score runs. • Inappropriate and inconsistent control, fluency and/or accuracy of technique/skill, with no adaptations as necessary. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are very rare. • Ineffective attempts to respond to playing conditions appropriately • Ineffective application of tactical change(s), for example when repeatedly mis-placing the fielders. • Unaware of the need to adapt to changes in a competitive situation; such as changes to fielding positions.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Skills and techniques are executed with basic measure of timing, positioning and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent. • Some basic impact on the preparation for performance; able to contribute to bowling, batting or fielding practices showing some control over accuracy and direction, but with many errors. • Limited placing and preparation to execute a skill leading to appropriate basic techniques being attempted, but often with a lack of accuracy.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate technique in most situations allowing the opposition an advantage on frequent occasions thereby winning some runs with effective strokes as well as relying on unforced errors of the opponent to score runs. • Appropriate basic control, fluency and/or accuracy of technique/skill, but with some errors and little adaptations as necessary to changing pattern of play. Skills will be attempted from a balanced position, but with little dexterity; successful outcomes are infrequent. • Attempts responses to playing conditions, but with many inappropriate decisions. • Variable success when applying a tactical change(s), for example sometimes setting the right field, but with many errors. • Attempts are made to adapt to changes in a competitive situation; such as changes to fielding positions, capitalising on some of the opposing team's weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Skills and techniques are competently executed with effective timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some dexterity and precision, but with misjudgements. • Competent impact on the preparation for performance; able to demonstrate skills in a practice situation showing consistent control and accuracy but with some unforced errors. • Appropriate and mostly effective placing and preparation leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.	3	11–15	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. • Chooses appropriate technique to play the ball in most situations, seeks to score runs/ take wickets but with variable success thereby enabling own team to gain an some advantage, but with variable success • Appropriate control, dexterity and/or accuracy of technique/skill, with some adaptations as necessary to changing pattern of play. Skills will be executed from a balanced position, with some dexterity and precision, but with misjudgements. • Effective responses to playing conditions, but with misjudgements. • Successes when applying a tactical change(s), for example successfully setting the fielders, but with misjudgements. • Some effective, adaptations to make changes in a competitive situation with such as changing fielding positions, capitalising on some of the opposing team's weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • A range of skills and techniques are executed with good and effective timing and accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with dexterity and with precision, but with minor misjudgements. • Good and effective impact on the preparation for performance; able to demonstrate a range of individual skills in practice situation showing consistent control of the ball and with few unforced errors. • Consistent effective placing and preparation leading to appropriate techniques being attempted in most situations.	4	16–20	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. • Chooses appropriate technique in most situations thereby score runs/take wickets enabling own team to gain an advantage • Appropriate good control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. Skills will be executed from a balanced position, with dexterity and with precision, with minor misjudgements thereby winning runs with effective strokes and little reliance on unforced errors of the opposing team • Effective responses to playing conditions, with minor misjudgements • Successes when applying a tactical change(s) to the selected shot(s), for example successfully setting the fielding positions, with few errors • Makes effective adaptations to changes in a competitive situation with regular success, such as changing fielding positions, capitalising on own team's strengths and the opposing team's weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • An extensive range of skills and techniques are executed with very good timing, accuracy and with appropriate application in almost all situations. Skills will be executed from a balanced position and with precise control of the ball. • Very good and effective impact on the preparation for performance; able to demonstrate a full range of individual skills in a net or fielding practice showing consistent control and accuracy, with very few errors. • Consistent effective placing and preparation leading to the most appropriate technique, almost without exception.	5	21–25	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. • Chooses optimum technique in almost every situation thereby enabling own team to gain an advantage. • Appropriate and consistent control, fluency and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. Skills will be executed from a balanced position and with precise control of the ball. • Very good and effective responses to playing conditions. • Consistent successes when applying a tactical change(s) to the selected shot(s), for example successfully setting the fielding positions to get the opposition out as quickly as possible. • Makes effective adaptations to changes in a competitive situation with considerable success; such as changing fielding positions, capitalising on own team's strengths and the opposing team's weaknesses.

Wheelchair Basketball

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. • 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.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • application in competitive game situation: fast break, give and go, 1 v. 1, attack and defence, man to man and zone defence, pick and roll, re-starts (out of bounds), motion and zone offence, pick-back • 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). • contribution to set plays • decision making • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for wheelchair basketball

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Skills and techniques are executed with inadequate co-ordination, inaccurate timing and inconsistent application. Skills will be attempted from an unbalanced position, with little fluency and successful outcomes are rare. • Unable to contribute effectively in an unopposed practice because of frequent unforced errors. • Little or no movement around the court or in preparation to execute a skill, leading to inappropriate techniques being attempted and almost always resulting in an unsuccessful outcome.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Skills and techniques are executed with basic measure of timing and accuracy and with some appropriate application. Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent. • Able to maintain an unopposed practice showing basic control over accuracy and direction, but with many unforced errors. • Limited movement around the court or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with a lack of accuracy.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Skills and techniques are usually executed with competent timing, accuracy and with appropriate application. Skills will be executed from a balanced position, with some fluency and precision, but with misjudgements. • Able to demonstrate competent skills in an unopposed practice situation showing consistent control and accuracy but with some unforced errors. • Appropriate and mostly effective movement around the court leading to appropriate techniques being attempted but occasionally with a lack of direction and accuracy.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays. Skills will be executed from a balanced position, with fluency and with precision, but with minor misjudgements. • Able to demonstrate a range of individual skills in an unopposed practice showing consistent control of the ball and with few unforced errors. • Consistent and fluent movement around the court in order to be able to use appropriate techniques in most situations.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • An extensive range of skills and techniques are executed with very good effective timing, accuracy and with appropriate application in the almost all situations. Skills will be executed from a balanced position and with precise control of the ball. • Able to demonstrate a full range of individual skills in an unopposed practice showing consistent control and accuracy, with very few unforced errors. • Effective movement around the court with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Wheelchair Rugby

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the following skills when performed in isolation or unopposed practice: Skills/techniques: • passing (e.g. I handed, on move) • ball pick ups • pick and roll – offence/defence • turning • catching • chair control • moving with the ball – evasion.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • 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 • play should follow the relevant national governing body/authority's rules and regulations • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for wheelchair rugby

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: Skills/techniques: • passing (e.g. I handed, on move) • ball pick ups • pick and roll – offence/defence • turning • catching • chair control • moving with the ball – evasion.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the game. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: Skills/techniques: • passing (e.g. I handed, on move) • ball pick ups • pick and roll – offence/defence • turning • catching • chair control • moving with the ball – evasion.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Basic influence on the performance and motivation of self and others. • Rarely communicates during the game and with little impact. • Attempts to respond to environmental conditions but without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control, and fluency, when: Skills/techniques: • passing (e.g. I handed, on move) • ball pick ups • pick and roll – offence/defence • turning • catching • chair control • moving with the ball – evasion.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the game with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: Skills/techniques: • passing (e.g. one handed, on move) • ball pick ups • pick and roll – offence/defence • turning • catching • chair control • moving with the ball – evasion.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: Skills/techniques: • passing (e.g. I handed, on move) • ball pick ups • pick and roll – offence/defence • turning • catching • chair control • moving with the ball – evasion.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the game with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

3 Individual activities

Amateur Boxing

Students must adhere to the Amateur Boxing Association (ABA) guidelines, e.g. in relation to the use of headguards, and be supervised by someone with specialist experience in this area. Punches/defences using hooks/uppercuts will not be assessed.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality demonstrated of their stance (orthodox or southpaw) and guard, footwork, attack and defence in isolated/unopposed practice e.g. working on the bag or speedball **Skills/techniques:** • stance and guard • footwork. **Attack:** • using straight punches, with either hand, to the target area • against straight punches to the body target. **Defences:** • against straight punches to the head target.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: **Tactical awareness:** • boxing skills to be used against opponent and adapted according to their physique and style. • use of correct 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 conditioned/formal/competitive situation • taking into account external factors, e.g. crowd, actions of opponent • use of appropriate psychological control • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for amateur boxing

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

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

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: **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. **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:** able to defend using arms, trunk and feet on the move.	3	11–15	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. **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. **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:** able to defend using arms, trunk and feet on the move.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: **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. **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, whilst maintaining base and guard. Can change direction without loss of upper body balance. **Attack:** able to change punching tempo. Demonstrates some combination punching and tactical work, e.g. how they would move their opponent with the use of feet and hands and boxing a taller opponent. **Defence:** demonstrates range of defensive skills by showing how they would select the correct defensive skill to use in a given situation, e.g. parrying the lead hand of an opponent with a longer reach.	4	16–20	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. **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. **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 some combination punching and tactical work, e.g. how they would move their opponent with the use of feet and hands and boxing a taller opponent. Beginning to show more power in their punching. **Defence:** demonstrate during in a competitive situation a range of defensive skills by selecting and using the correct defensive skill, determined by the opponent, e.g. parrying the lead hand of an opponent with a longer reach.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: **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 ability to change speed in defence and in attack, using the feet. Maintains body balance at all times. **Attack:** demonstrates on the bag or speedball how to use feints to outthink and deceive their opponent. Uses hands and feet in phased and powerful combination attacks. **Defence:** when working on the bag and on the ball can demonstrate anticipation skills using single punch counters and counter attacks using either hand. Maintains good defence at all times.	5	21–25	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. **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 opponents 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 good defence at all times.

Athletics – Field Events

Candidates will be assessed on **one** athletic event only.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the skills listed below when performed in isolation or unopposed practice, for **one** of the following field events: The **one** field event can be selected from: • High jump, pole jump, 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 will be assessed on the quality of appropriate skills, techniques and decision-making processes in for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations. 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 • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for athletics - field events

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, as appropriate to the chosen field event: **Jumps** • **Run-up:** lacks speed, conviction and rhythm. Ineffective shape and posture. • **Take-off:** lacks preparation, attack and lift. May take off on wrong foot. • **Flight – vertical jumps:** poor technique over the bar, may drop hips in Fosbury, may look more like scissors. • **Flight – long jump:** no idea of hang or other chosen technique in flight, lacks height. • **Flight – triple jump:** no rhythm or coordination between the hop, step, jump phases, no noticeable step and runs out of speed in the jump. • **Landing – vertical jumps:** lands on wrong part of the body and facing wrong direction. • **Landing – horizontal jumps:** no leg shoot, legs may be underneath on landing. Balance is backwards. **Throws** • Initial stance will be ineffective. • Grip: incorrect grip. May use standing throw. • Preparation: may over-prepare, e.g. with discus swings, or show no preparation. • Movement: little or ineffective preparation. **Release:** incorrect or poor angle and point of release with inaccurate timing.	1	1–5	Demonstrates an **ineffective** level of performance of skills, techniques and decision making, with little or no precision, control and fluency, as appropriate to the chosen field event, to include the following. • Skills and techniques performed ineffectively with little, or no, accurate timing or consistent application. • Consistently ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics. • Limited ability to influence the performance and motivation of self.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, as appropriate to the chosen field event: **Jumps** • **Run-up**: shows some 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**: e.g. basic turns in discus and hammer. • **Release:** may finish incorrectly, poor balance.	2	6–10	Demonstrates a **basic** level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen field event, to include the following. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgments. • Inconsistent and ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics. • Basic influence on the performance and motivation of self.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, as appropriate to the chosen field event: **Jumps** • **Run-up – vertica**l: correct shape 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 – vertica**l: 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 to 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 better 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.	3	11–15	Demonstrates a **competent** level of performance of skills, techniques and decision making, with some precision, control and fluency, as appropriate to the chosen field event, to include the following. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, but with many errors. • Sometimes able to influence the performance and motivation of self.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, as appropriate to the chosen field event: **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 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**: correct 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.	4	16–20	Demonstrates a **good** level of performance of skills, techniques and decision making, with good precision, control and fluency, as appropriate to the chosen field event, to include the following. • Good skills and techniques, with mainly accurate timing and consistency of application, but with errors and misjudgements. • Good but inconsistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, with minor errors. • Often able to effectively influence the performance and motivation of self, but with minor misjudgements.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen field event: **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). Consistently 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**: 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**: good leg shoot and sink to complete the jump, body weight travels forward or sideways when landing. **Throws** • **Grip**: correct grip appropriate to event. • **Preparation**: correct, 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.	5	21–25	Demonstrates a **very good** level of performance of skills, techniques and decision making, with very good precision, control and fluency, as appropriate to the chosen field event, to include the following: • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Very good and consistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, with few errors. • Consistently able to effectively influence the performance and motivation of self.

Athletics – Track Events

Candidates will be assessed on **one** athletic event only.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the skills listed below when performed in isolation/unopposed practice, for **one** of the track events below. The **one** track event can be selected from: • **Track sprints**: 100m, 200m, 300m (girls), 400m (boys) • **Track middle distance**: 800m, 1500m, 3000m, 1500m steeplechase • **Track hurdles**: 80m (girls), 100m (boys), 300m (girls), 400m (boys). Skills/technique: • starts • posture • pacing • leg and arm action • coordination of legs and arms • stride pattern.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations. Candidates should consider and apply the following: • select the most appropriate techniques and tactics relevant for their track event • adapt chosen techniques to maximise performance based on feedback and past experience • take account of external factors: e.g. weather, crowd, competitors in race • apply pace judgement • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for athletics – track events

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, as appropriate to the chosen track event: • **Starts:** ineffective start position. May come upright too soon. • **Sprints – posture:** poor head carriage and tight in shoulders, poor use of arm action. • **Hurdling (sprint hurdles):** ineffective rhythm between hurdles, can only clear low height obstacles. • **800 m, 1500 m, 3000 m, steeplechase**: no pace judgement or tactical awareness. Uneconomical style that becomes worse as the race progresses.	1	1–5	Demonstrates an **ineffective** level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen track event, to include the following. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Consistently ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics. • Ineffective influence on the performance and motivation of self.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, as appropriate to the chosen track event: • **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):** some rhythm between hurdles, basic reaches between hurdles, can only clear medium height obstacles. • **800 m, 1500 m, 3000 m, steeplechase:** some pace judgement but little tactical awareness. A more economical style throughout	2	6–10	Demonstrates a **basic** level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen track event, to include the following. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Inconsistent and ineffective impact on the preparation for performance, unable to meet a range of simple scenarios, including the inability to adapt, improvise and deploy appropriate tactics. • Basic influence on the performance and motivation of self.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, as appropriate to the chosen track event: • **Starts:** consistently competent start position but with some errors. • **Sprints – posture:** stable head action and loose in shoulders. Arms drive in good line. 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 hurdle. • **800 m, 1500 m, 3000 m, steeplechase:** able to judge pace accurately; economical style is apparent, but becomes less so towards end of race.	3	11–15	Demonstrates a **competent** level of performance of skills, techniques and decision making, with some precision, control and fluency, as appropriate to the chosen track event, to include the following. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, but with many errors. • Sometimes able to influence the performance and motivation of self.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7−8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, as appropriate to the chosen track event: • **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 and good arm drive and knee lift. • **Hurdling (sprint hurdles):** good rhythm and speed between hurdles, can lead with either leg, can clear standard height hurdle. • **800 m, 1500 m, 3000 m, steeplechase:** good pace judgement with economical style throughout. Begins to show tactics suitable to ability.	4	16−20	Demonstrates a **good** level of performance of skills, techniques and decision making, with good precision, control and fluency, as appropriate to the chosen track event, to include the following. • Good skills and techniques, with mainly accurate timing and consistency of application, but with errors and misjudgements. • Good but inconsistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, with minor errors. • Often able to effectively influence the performance and motivation of self, but with minor misjudgements.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen track event: • **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 technique on the bend as appropriate. • **Hurdling (sprint hurdles):** consistently very good rhythm and speed between hurdles, shows a dynamic lead leg and short lateral trail leg, can clear standard height hurdle at sprints between the hurdles. • **800 m, 1500 m, 3000 m, steeplechase:** very good technique over full distance. Shows pace judgement by hitting certain markers in specified times, shows tactics and ability to compete when racing others.	5	21–25	Demonstrates a **very good** level of performance of skills, techniques and decision making, with very good precision, control and fluency, as appropriate to the chosen track event, to include the following. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Very good and consistent impact on the preparation for performance, able to meet a range of simple scenarios, including the ability to adapt, improvise and deploy appropriate tactics, with few errors. • Consistently able to effectively influence the performance and motivation of self.

Canoeing

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation/unopposed practice: • lifting, launching and carry a boat • forward paddling, stopping • reverse over a figure of eight course • knifed J (Canadian stroke) • move the boat sideways using appropriate techniques • use sculling draws, sculling support or simple pry strokes • prevent capsizing • Eskimo rescue and under a tow • turning, tandem/solo • securing the boat and disembarking.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • journeying on flat, moving and/or white water, e.g. 2 hours to complete 6 km. • take account of external factors: e.g. weather, crowd, competitors in race • apply pace judgement. • ability to adapt to changing circumstances eg weather, opposition • decision making • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for canoeing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Lifting, launching and carrying boat is ineffective. • Forward paddling and stopping lacks technical merit, consistency and efficiency. • Reverse over a figure of eight course with ineffective control and stability. • Knifed J (Canadian stroke) lacks technical accuracy and stability. • Attempts to move the boat sideways with inappropriate techniques, lacking control and stability. • Sculling draws, sculling support or simple pry strokes lack efficiency and control. • Prevent capsizing, perform an Eskimo rescue and under a tow is unsecure and ineffective. • Turning, tandem/solo lacks control. • Linked paddling movement. • Trim/tilt and balanced sailing is ineffective. • Securing the canoe, disembarking is achieved but inconsistently.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed ineffectively. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • No awareness and use of environmental conditions to benefit performance. • Journeying is inconsistent and occasionally completed.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Limited ability to safely lift, carrying and launching boat. • Forward paddling and stopping lacks technical accuracy and stability. • Reverse over a figure of eight course to assist turning lacks control • Knifed J (Canadian stroke) are inconsistent. • Attempts to move the boat sideways with inappropriate techniques and lacks efficiency. • Sculling draws, sculling support or simple pry strokes are limited and lack efficiency. • Prevent capsizing, perform an Eskimo rescue and under a tow is limited in effectiveness. • Turning, tandem/solo is limited and lacks efficiency. • Linked paddling movement is somewhat effective. • Trim/tilt and balanced sailing is limited in effectiveness. • Securing the boat, disembarking is completed with some effect.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Position-specific skills and techniques performed basically. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Attempts to respond to environmental conditions but without success. • Journeying is completed with difficulty/uncompleted.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Competent lifting, launching and carry a boat. • Forward paddling and stopping has some proficiency. • Reverse over a figure of eight course is effective if not technically correct. • Knifed J (Canadian stroke) is effective if not technically correct. • Move the boat sideways using appropriate techniques has some proficiency. • Use sculling draws, sculling support or simple pry strokes is effective if not technically correct. • Prevent capsizing, perform an Eskimo rescue and under a tow is performed effectively and securely. • Turning, tandem/solo has some proficiency. • Linked paddling movement is effective. • Trim/tilt and balanced sailing shows signs of some proficiency. • Securing the boat, disembarking is undertaken securely.	3	11–15	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. • Position-specific skills and techniques performed competently. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Attempts to respond to environmental conditions, but with little success. • Journeying is completed with some successes but may require additional support.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • Consistent and secure lifting, carrying and launching boat. • Forward paddling and stopping is efficient and technically sound. • Reverse over a figure of eight course is technically sound and efficient. • Knifed J (Canadian Stroke) is consistent and secure technically. • Move the boat sideways using appropriate techniques is consistent and secure technically. • Use sculling draws, sculling support or simple pry strokes is technically sound and efficient. • Prevent capsizing, perform an Eskimo rescue and under a tow is effective and secure. • Turning, tandem/solo is consistent and secure technically. • Linked paddling movement is consistently effective. • Trim/tilt and balanced sailing is effectively consistent. • Securing the boat, disembarking is consistent and secure.	4	16–20	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. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Responds to environmental conditions with some success. • Journeying is completed proficiently within time limitations

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • Consistent and secure lifting, carrying and launching boat. • Forward paddling and stopping is technically correct and efficient. • Reverse over a figure of eight course is technically correct, secure and efficient. • Knifed J (Canadian stroke) is technically correct and efficient. • Move the boat sideways using appropriate techniques is technically correct and efficient. • Use sculling draws, sculling support or simple pry strokes is technically correct and efficient. • Prevent capsizing, perform an Eskimo rescue and under a tow is secure, correct and effective. • Turning, tandem/solo is consistent and effective. • Linked paddling movement is consistently efficient. • Trim/tilt and balanced sailing is consistently efficient. • Securing the boat, disembarking is competent and secure.	5	21–25	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. • Very good position-specific skills and techniques. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Responds effectively to environmental conditions. • Journeying is completed to strict time limits and undertaken safely and proficiently.

Track Cycling

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice, when track cycling: 'Bike' means a fixed wheel track bike. • preparation to ride • ensure correct bike fit • the mount, start and acceleration of a bike, stop and dismounting of a fixed wheel bike • starting to ride, acceleration and maintenance of speed • slowing down, stopping and dismounting • use of rollers to prepare for an event • riding at very slow speeds • holding a line • sprinting • climbing – in and out of the saddle. • riding in a group riding at the front of a group • moving off the front of a group • movement within a group • change overs when pursuing • riding on and use of the banking	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • **Track sprinting** may include: flying 200m; match sprint; 500m sprint; Keirin; time trial 300m. • **Track endurance** may include: individual pursuit – 2km (female), 3km (male); kilo; points race; scratch race; elimination race. • 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 track racing for each event entered • application of appropriate strategies in conjunction with the physical fitness of the rider • ability to adapt to the environment and changing circumstances (e.g. weather, track conditions, competitor's actions, adjusting pace) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for track cycling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Unable to ride on the rollers. • Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in There will be head dropping as they search for the pedal. • Rides with some balance but wobbles when riding slow and lacks confidence to go fast/sprint. • Speed of riding is constantly changing. • Able to ride in a line but with 2 or 3 bike lengths between the next rider. • Riding on and use of the banking – can ride between the white and blue lines.	1	1–5	Demonstrates a **limited** level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation: • Inefficient pedalling leads to inappropriate cadence for banking • Limited ability to change speed through pedalling cadence • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the race. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents. • No concept of pace judgement for race distance

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Attempts to ride on the rollers but is unable to sustain balance for any length of time. • Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in. There will be head dropping as they search for the pedal. • Rides with some balance but wobbles when riding slow and lacks the confidence to go fast/sprint. • Able to maintain effort/speed for a short period of time but there may be quite sudden fluctuations in speed. • Able to ride on the red and blue lines. • Cadence is very variable and often leads to unnecessary standing. • Climbing is uneconomical and fatigued • Descending is quite hesitant at times with the rider braking for much of the descent.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Inconsistent pedalling leads to erratic cadence for banking • Basic ability to change speed through pedalling cadence • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • 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 without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success • Poor pace judgement, when required, will lead to a less than optimal race performance.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Starting on the rollers may require assistance, but has competent balance. • Able to start competently from a support (side/rear support) and a one-legged upright stance. • Able to ride with good balance at medium speeds, but wobbling at lower speeds. • Maintains a consistent effort/speed for a short period of time. • Able to accelerate to fast speed seated or standing, but some lateral movement. Can accelerate from a banking, rolling lower position or when stationary • Riding in a group – pursuit change overs: allows their effort to drop immediately on moving off the front. Lacks the speed to raise optimally up banking and so drop down a little late • Can ride on the banking competently	3	11–15	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. • Appropriate pedalling speed leads to suitable cadence for banking but inconsistent at times • Some ability demonstrated to change speed through pedalling cadence • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success. • Ability to differentiate the demands of the different races, be they sprint or endurance based, and able to apply competent and appropriate tactics with increasing success, i.e. using the banking for a flying 200m sprint or to attack at the end of a scratch race, attacking on a hill or out of a bend. • Pacing is evident, where appropriate, however tactics and strategies within a race may actually still be quite limited.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • Good balance on the rollers and can carry out skills, such as drinking and one handed riding. One-legged drills may require support when clipping/unclipping. • Able to ride with good balance at low speeds, coming to a stop. • Stationary track standing is not possible but can come to a near halt. • Maintain a consistent effort/speed and able to ride within and at the front of a group. • Able to sprint from seated or standing, and hold a consistent line, but there may be a slight swing on initial acceleration. The sprint can be delivered from a banking, rolling lower position or from stationary. • Sprints with good effect • Optimum cadence achieved with good and seated drive. • Pursuit change overs; carries out quick and effective change overs. Speed is carried up the banking and maintained as they drop towards the hub of the rear wheel of the rider to be followed, there may be a slight gap between the student and the rider now in front • Rides confidently on banking at most speeds although is most confident when holding a line on the bank and when riding at speed	4	16–20	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. • Pedalling speed leads to suitable cadence for banking with only minor misjudgements • Consistent ability to change speed through pedalling cadence • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the race, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents. • Has good strategic awareness of the different events within their preferred area of disciplines and rides the different events with these in mind. • Good awareness of their own strengths and performs well within the different events in order to utilise this optimally • Pacing is evident for the majority of an event, where appropriate, with tactics and strategies appropriate in the majority of races

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • Starting on the rollers is performed quickly and without assistance. Able to clip and unclip while on the rollers and also to drink and ride without hands. • One legged drills are carried out effectively and demonstrate a very smooth technique on both legs. • Able to ride with very good balance at low speeds, almost coming to a stop. Track standing is possible although the time that it can be sustained will vary • Able to sprint from seated or standing, holds a consistent line. • Sprints with very good effect. • Optimum cadence is quickly achieved through a powerful acceleration phase and supported by an effective seated drive. • Pursuit change overs: carries out excellent change overs, very quick and effective. Speed is carried up the banking and maintained as the rider drops towards the hub of the rear wheel of the rider to be followed. There is no gap between the student and the rider now in front • Able to use the banking to great effect, being confident to move up and down and to use it to a strategic advantage to slow down and to gain momentum for an attack • Able to ride confidently on the banking at most speeds although is most confident when holding a line on the bank and when riding at speed	5	21–25	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. • Pedalling speed leads to suitable cadence for banking consistently and effectively • Consistent and effective ability to change speed through pedalling cadence • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the race with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
					• Awareness of the strengths and weaknesses of opponents and uses this information to maximise success. • Able to perform comfortably at a very good level of competition without any loss of technique. • Pacing is evident throughout an event, where appropriate, with tactics and strategies appropriate and effective in almost every race

Road Cycling

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice, when road cycling: 'Bike' means either: road race legal racing bike or a fixed wheel track bike. • preparation to ride • ensure correct bike fit • starting to ride, acceleration and maintenance of speed • slowing down, stopping and dismounting • use of rollers to prepare for an event • riding at very slow speeds • holding a line • sprinting • climbing – in and out of the saddle. • descending • cornering • use of gears • riding in a group • riding at the front of a group • moving off the front of a group • movement within a group	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. Evidence should be demonstrated in a competitive road race or time trial over a distance of no less than 10 miles, including using the skills/techniques from isolation/unopposed situations, as well as: • 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 racing for each event entered • application of appropriate strategies in conjunction with the physical fitness of the rider • ability to adapt to the environment and changing circumstances (e.g. weather, competitor's actions, adjusting pace) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Assessment criteria for road cycling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Unable to ride on the rollers. • Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in There will be head dropping as they search for the pedal. • Rides with some balance but wobbles when riding slow and lacks confidence to go fast/sprint. • Speed of riding is constantly changing. • Able to ride in a line but with 2 or 3 bike lengths between the next rider. • Incorrect gears used and they are rarely changed. • Cornering is undertaken nervously and often with the wrong leg raised.	1	1–5	Demonstrates a **limited** level of precision when executing skills, techniques and decision making during a conditioned/formal/competitive situation: • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • Minimal influence on the performance and motivation of self and others. • Limited communication during the race. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents. • Unable to ride in a group • Does not understand, nor has the necessary skills, for drafting • Unable to predict changes in speed and terrain

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Attempts to ride on the rollers but is unable to sustain balance for any length of time. • Able to start from both a support (side or rear support) and a one legged upright stance but may take some time to clip in. There will be head dropping as they search for the pedal. • Rides with some balance but wobbles when riding slow and lacks the confidence to go fast/sprint. • Able to maintain effort/speed for a short period of time but there may be quite sudden fluctuations in speed. • Gear selection made but may be taken late. • Cadence is very variable and often leads to unnecessary standing. • Cornering is performed with the correct leg raised but the line into and out of a corner will not always be the optimum. • Climbing is uneconomical and fatigued, with gear selection not optimal to help the climb. • Descending is quite hesitant at times with the rider braking for much of the descent.	2	6–10	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 basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • 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 without success. • Any tactical changes are ineffective and inconsistent in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success. Poor pace judgement will lead to a less than optimal race performance. • Inconsistent skills required to ride in a group • Understands the concept of drafting but skills to do so are inconsistent • Understands the impact of changes of speed and terrain on racing but ability to adjust performance is inconsistent

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Starting on the rollers may require assistance, but has competent balance. • Able to start competently from a support (side/rear support) and a one legged upright stance. • Able to ride with good balance at medium speeds, but wobbling at lower speeds. • Maintains a consistent effort/speed for a short period of time. • Correct gear selected often to maintain a consistent cadence. • Cornering with the correct leg raised and a competent entry and efficient exit line. • Climbing with competent and effective use of gears however there is still a tendency to work too hard too early in the climb. • Descending is undertaken competently although breaking is often heavy and late.	3	11–15	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 used competently with some accurate timing and consistency of application, but with errors. • Some influence on the performance and motivation of self and others. • Some communication during the race with some impact, but inconsistent in places. • Attempts to respond to environmental conditions, but with little success. • Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success. • Ability to differentiate the demands of the different races, be they sprint or endurance based, and able to apply competent and appropriate tactics with increasing success, for example, attacking on a hill or out of a bend. • A more efficient application of pacing is evident, however tactics and strategies within a race may actually still be quite limited. • Competent skills when required to ride in a group • Competent drafting skills in order to cover potential breakaways and sprint finishes • Predicts changes in speed and terrain and attempts to adjust performance accordingly with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • Good balance on the rollers and can carry out skills, such as drinking and one handed riding. One legged drills may require support when clipping/unclipping. • Able to ride with good balance at low speeds, coming to a stop. • Maintain a consistent effort/speed and able to ride within and at the front of a group. • Clear differential in speed when sprinting, achieved relatively quickly and within a limited number of strokes. • Optimum cadence achieved with good and seated drive. • Gear selection is very good and often effective. • Cornering is performed well with a good degree of speed carried out of the corner. • Climbing is effective, good gear choice and pace judgement. • Descending is undertaken confidently and at speed.	4	16–20	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. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the race, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents. • Has good strategic awareness of the different events within their preferred area of disciplines and rides the different events with these in mind. • Good awareness of their own strengths and performs well within the different events in order to utilise this optimally. • Good skills when required to ride in a group. • Good drafting skills and consistent ability to anticipate and then cover potential breakaways and sprint finishes • Predicts and anticipates changes in speed and terrain and is consistently able to adjust performance accordingly with consistent success.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • Starting on the rollers is performed quickly and without assistance. Able to clip and unclip while on the rollers and also to drink and ride without hands. • One legged drills are carried out effectively and demonstrate a very smooth technique on both legs. • Able to sprint from seated or standing, holds a consistent line. • Sprint with very good effect. Clear differential in speed that is achieved quickly and within a limited number of strokes. • Optimum cadence is quickly achieved through a powerful acceleration phase and supported by an effective seated drive. • Gear selection is very effective and helps a consistent cadence when riding on the flats or when climbing. • Cornering is performed very well with a good entry and exit line leading to carrying speed out of the corner. • Climbing is very effective. • Descending is smooth, quick and safe and carried out at speed.	5	21–25	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. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Consistently able to effectively influence the performance and motivation of self and others. • Consistent communication during the race with effective impact, with few, if any, misjudgements. • Responds effectively to environmental conditions. • Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents. • Awareness of the strengths and weaknesses of opponents and uses this information to maximise success. • Able to perform comfortably at a very good level of competition without any loss of technique. • Very good skills when required to ride in a group • Very good drafting skills and consistent and effective ability to anticipate and then cover potential breakaways and sprint finishes with considerable success. • Able to consistently and effectively predicts and anticipate changes in speed and terrain; able to adjust performance efficiently and with considerable success.

Diving

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality of their dive based on the skills listed below when performed in isolation/unopposed practice: **Skill area:** candidates will be assessed on individual skills in body positions, dive groups and degree of difficulty. See specific criteria for the number of dives to be performed. **Skills:** • approach • take off • elevation • execution • entry.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies. **Skills**: approach, take off, elevation, execution, entry **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 degree of difficulty. This will be based on • the number of somersaults performed • position in which the dive is performed (tuck, pike, straight, free) • number of twists performed • approach of the dive (forward, back, reverse, inward, armstand) • the level from which the dive is performed (1 metre, 3 metre, etc) • type of entry (natural vs unnatural)

Assessment criteria for diving

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, in relation to the following. Candidates should attempt **one** dive. The entry into the water is sometimes clean. The student can perform this dive either with feet-first entry or head first and they demonstrate the appropriate arm or feet positioning to accompany this. The dive should meet the following, as appropriate to the chosen dive: • Seated position at the end of the board. • Tight tuck position, hands mid shin position. • Control of tuck in the roll, sharp kick out. • Clear pike position show, body bent lower than 90 degrees. • Arms straight next to ears with hands grabbed at the start. • Legs straight with heel lift to start. • Clear control of flight body extended to straight position for entry. • There may be splash on entry into the water.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. To perform three dives. The dive will usually be attempted from the 1 metre board. The dives lack tension. The dive should, where appropriate, meet the following: • Seated position at the end of the board. • Tight tuck position, hands mid-shin position. • Control of tuck in the roll, sharp kick out. • Clear pike position show, body bent lower than 90 degrees. • Arms straight next to ears with hands grabbed at the start. • Legs straight with heel lift to start. • Clear control of flight body extended to straight position for entry.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, in relation to the following. Candidates should attempt **one** dive. The entry into the water is usually clean. The dive is controlled and shows tension, though in the entry some over/under rotation may occur due to attempting a more difficult dive tariff. The dive should meet the following, as appropriate to the chosen dive: • Basic posture at the start of the dive. • Strong push with good height. • Safe distance from poolside. • Toes pointed and straight body on entry. • Clear tight tuck position. • Fast and complete kick outs. • Clear pike position shown. • Legs straight in the pike position and bent at the hips. • There may be splash on entry into the water.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. To perform **three** dives. Dives will largely be attempted from the 1 metre board, but may also use the 3-metre board. The dive should, where appropriate, meet the following: • Basic posture at the start of the dive. • Strong push with good height. • Safe distance from poolside. • Toes pointed and straight body on entry. • Clear tight tuck position. • Fast and complete kick outs. • Clear pike position shown. • Legs straight in the pike position and bent at the hips.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to the following. Candidates should attempt **two** dives. All dives should meet the following, as appropriate to the chosen dives: • 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. • There will be little splash on entry into the water.	3	11–15	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. To perform **three** dives. Dives will mainly be attempted from the 3 metre board, but may also use the 5-metre board. The dives should, where appropriate, meet the following: • 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.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: Candidates should attempt **three** dives. All dives should meet the following, as appropriate to the chosen dives: • Good 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. • Entry will be ripped, with no splash.	4	16–20	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. To perform **three** dives. Dives may be attempted from the 3 or 5 metre board. The dive should, where appropriate, meet the following. • Good 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	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: Candidates should attempt **three** dives. All dives should meet the following: • 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. • Entry will be ripped, with no splash.	5	21–25	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. To perform **three** dives. Dives may be attempted from the 3 metre, 5 metre board or the 10 metre board if applicable. The dive should, where appropriate, meet the following: • 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.

Golf

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality of their grip, stance, posture and swing using a minimum of **one** from each of the following groups of club: • putter • short iron (sand iron through to seven) • long iron (six through to driver). Candidates will be assessed on the use of the correct technique, including the appropriateness of their grip, stance, posture and swing, to benefit performance (including strength, endurance, speed, agility, flexibility, co-ordination). Golf shots should be played on a variety of golf holes, such as par 3, 4 and 5, but not in a full competitive game.	The evidence for the assessment of this activity is as follows: That the candidates show a minimum of playing 4 holes and a maximum of 9 holes. Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • Appropriate choice of club and shot. • Management of the course. • Responses to the environment and competition. • Playing to par/handicap. • Use of correct technique to benefit performance (strength, endurance, speed, agility, flexibility, co-ordination). • Taking into account external factors (weather, ground, contours of land) • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for golf

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, in relation to the following. • Inappropriate grip. • Hands failing to work as one unit. • Poor address of the ball. • Inconsistent set up. • Incorrect alignment of feet, body and head. • Jerky swing. • Ball frequently missed, miss-hit and not lofted.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Little or no consideration of the demands of the course, leading to inappropriate shot and club selection. • Inappropriate and inconsistent control, fluency and accuracy of technique/skill. • Little or no response to environmental conditions. • Little or no application of appropriate tactical change to the selected shot in response to competitors' actions. • No valid attempt to adapt to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, in relation to the following. • Appropriate grip for some shots. • Attempts to make hands work as one unit. • Limited address of the ball to difficulty of the shot. • Some set up as appropriate. • Some appropriate alignment of feet, body and head, but with fundamental errors. • Swing with some aim and balance, but with some significant misjudgements. • Ball sometimes miss-hit and/or not lofted.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Takes into account the demands of the course leading to some appropriate shot and club selection. • Basic control, fluency and accuracy of technique/skill, with many errors. • Some attempts to respond to environmental conditions, but with misjudgements. • Applies appropriate tactical changes to the selected shot in response to competitors' actions, but with significant errors. • Attempts to adapt to changes in a competitive situation to dominate opponents, but with limited success.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to the following. • Appropriate grip. • Hands work as one unit effectively. • Good address of the ball to difficulty of the shot, with some errors. • Appropriate and mostly consistent set up, with some errors. • Appropriate and consistent alignment of feet, body and head, with some errors. • Swing with good aim and balance, but with some misjudgements. • Ball hit appropriately, but with some miss-hits.	3	11–15	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. • Considers the demands of the course often leading to appropriate shot and club selection. • Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors. • Effective responses to environmental conditions, but with some misjudgements. • Applies appropriate tactical changes to the selected shot in response to competitors' actions, but with errors. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, in relation to the following. • Appropriate grip. • Hands work as one unit effectively and consistently. • Good address of the ball to difficulty of the shot. • Appropriate and consistent set up, with few errors. • Appropriate and consistent alignment of feet, body and head, with few errors. • Swing with good aim and balance, but with minor misjudgements. • Ball consistently hit appropriately, but with few minor miss-hits.	4	16–20	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. • Effectively takes into account the demands of the course leading to appropriate shot and club selection. • Appropriate and consistent control, fluency and accuracy of technique/skill, with few errors. • Effective responses to environmental conditions, with few misjudgements. • Applies appropriate tactical changes effectively to the selected shot in response to competitors' actions, for example, draw and fade, but with few errors. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, in relation to the following. • Appropriate, firm and technically correct grip throughout. • Hands always work as one unit effectively. • Correct address of the ball to difficulty of the shot. • Appropriate and consistent set up. • Correct alignment of feet, body and head, including draw and fade when required. • Fluid swing taking club through full range. • Ball hit with consistent and accurate direction and distance, with few, if any, errors.	5	21–25	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. • Consistently chooses appropriate shot and club to take account of demands of the course, for example, slope, distance, alignment. • Appropriate and consistent control, fluency and accuracy of technique/skill. • Responds effectively to environmental conditions. • Applies appropriate tactical changes effectively and consistently to the selected shot in response to competitors' actions. • Adapts effectively and consistently to changes in a competitive situation to dominate opponents.

Gymnastics

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on the quality of **either** the five basic categories of agilities **or** the five categories of advanced agilities – one agility from each category. The number and type of which is stated in the criteria below: **Basic categories of agilities:** 1. straddle forward roll; crouch forward roll; circle roll; dive forward roll. 2. backward roll into crouch or straddle. 3. balances: shoulder; knee; elbow; crouch. 4. headstand; handstand. 5. cartwheel; round off. **Advanced categories of agilities:** 1. forward roll into straight leg pike. 2. springs: front handspring; headspring; flick flack (back handspring). 3. somersaults: front; back. 4. backward roll to handstand; handstand to forward roll. 5. walkovers: forward; backward. In addition, they may be judged on any other any other advanced agility not listed above.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, as well as: • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies **Students may choose to perform one of the following:** • Apparatus • Floor routine • Rhythmic routine **Apparatus:** • Boys and girls should perform a routine on their chosen piece of apparatus of 60–90 seconds duration • Boys can choose one of the following: pommel horse, rings, high bar, parallel bars, or vault (must perform two vaults) • Girls can choose one of the following: balance beam, asymmetric bars, or vault (must perform two vaults). **Floor routine:** **Boys:** a sequence to last 60 seconds and comprising any number/combinations of agilities listed in the left hand column, with linking movements. **Girls:** a sequence to music lasting 60 to 90 seconds and comprising any number of agilities listed in the left hand column.

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
	Note: the girls floor work performed to music (non vocal) should be joined together by dance movements, jumps, hops and step patterns. **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.

Assessment criteria for gymnastics

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

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

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to the following. **Agilities:** the **basic** agilities.	3	11–15	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. **Apparatus:** can mount and dismount without assistance in the vaults that they attempt. **Floor routine:** the routine is composed mostly of elementary moves with one or two advanced moves and is performed with competent style and control. **Rhythmic:** displays a degree of control and thought. Movements performed with apparatus showing reasonable style and control. Interpretation of music improves the appearance of the routine.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, in relation to the following. **Agilities:** the **advanced*** agilities. * all five categories of advanced agilities will be attempted. Candidates are expected to demonstrate 'good' levels of skills in at least three of these categories.	4	16–20	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. **Apparatus:** a good mount and dismount and showing a polished performance of basic moves with some advanced moves offered with good style and control. Performances using the vault must be performed from a springboard. **Floor routine:** a higher degree of advanced moves 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.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, in relation to the following. **Agilities:** the **advanced** agilities.	5	21–25	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. **Apparatus:** demonstrates a series of well thought out movements with appropriate linking actions. Shows a very good level of balance and control in a pleasing routine. Performances using the vault must be performed from a springboard. **Floor:** appropriate mixture of 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 moves. An aesthetically pleasing routine.

Equestrian

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the following skills when performed in isolation/unopposed practice, in **one** of the three forms – show jumping, cross country or dressage: **Skills/techniques:** **Show Jumping/Cross Country:** • Walk • Track Left • Track right • Trot • Canter • Clear fences/natural obstacles. **Dressage**: • Walk • 20 m circle • Leg yield • Lengthening stride, e.g. trot and canter • Serpentine • Shoulder in • Trot • Trot halt transitions.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies **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.

Assessment criteria for equestrian

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, in relation to the following. **Show Jumping/Cross Country:** • Walk • Track Left • Track right • Trot • Canter • Clear fences/natural obstacles, e.g. <0.80m **Dressage:** • Walk • 20 m circle • Leg yield • Lengthening stride, e.g. trot and canter • Serpentine • Shoulder in • Trot • Trot halt transitions	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. **Show Jumping/Cross Country:** • Unsecure preparation of the horse – tack up/mount • Control of horse 'on the bit' in canter in ineffective • Entry and positioning into fence/obstacle lacks precision, control and fluency, is ineffective to begin negotiating fence/obstacle, e.g. singles, doubles, skinny fences • Position of rider over fence/obstacle and on contact with the ground is technically incorrect and unsafe • Pacing in relation to event is not evident • The rider's 'Eye for stride' is ineffective • In competition the rider may attempt fences up to 0.80 m **Dressage**: • Unsecure preparation of the horse – tack up/mount • Entry into arena lacks poise and authority • Transitions through walk, trot, canter are technically incorrect • Movement replication/compulsory movements in competition are technically incorrect

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, in relation to the following. **Show Jumping/Cross Country:** • Walk • Track Left • Track right • Trot • Canter • Clear fences/natural obstacles, e.g. 0.80–0.85 m **Dressage:** • Walk • 20 m circle • Leg yield • Lengthening stride, e.g. trot and canter • Serpentine • Shoulder in • Trot • Trot halt transitions	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. **Show Jumping/Cross Country:** • Basic ability to prepare the horse – tack up/mount • Control of horse 'on the bit' in canter has some technical merit and effect • Positioning in relationship to fence/obstacle is effective to begin negotiating fence/obstacle has limited technical merit but with some success • Position of rider over fence/obstacle and on contact with the ground is inconsistent but has basic technical merit • Pacing in relation to event is incorrect while with some merit • The rider's 'Eye for stride' is inconsistent and has limited effect • In competition the rider may attempt fences up to 0.80–85m **Dressage:** • Basic ability to prepare the horse – tack up/mount • Entry into arena has basic authority and technical accuracy • Transitions through walk, trot, canter are limited technically • Movement replication/compulsory movements in competition are basic in technical merit

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, in relation to the following. **Show Jumping/Cross Country:** • Walk • Track Left • Track right • Trot • Canter • Clear small fence/natural obstacles, e.g.0.85–0.90 m **Dressage:** • Walk • 20m circle • Leg yield • Lengthening stride, e.g. trot and canter • Serpentine • Shoulder in • Trot • Trot halt transitions	3	11–15	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. **Show Jumping/Cross Country:** • Competent preparation of the horse – tack up/mount • Control of horse 'on the bit' in canter has some efficiency and competent technical merit • Positioning in relationship to fence/obstacle is effective to begin negotiating fence/obstacle with competence and some success • Positioning in relationship to fence/obstacle, e.g. singles, doubles, skinny fences obstacle and when over the obstacle, and when on contact with the ground, is effective if not always technically correct • Pacing in relation to the training task is competent in accuracy and timing • 'Eye for stride' is increasingly effective/accurate • In competition the rider may attempt fences up to 0.90 m **Dressage:** • Competent preparation of the horse – tack up/mount • Entry into arena has some poise and authority • Transitions through walk, trot, canter are seen with competent technical accuracy • Movement replication/compulsory movements in competition are competent and have technical foundations

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, in relation to the following. **Show Jumping/Cross Country:** • Walk • Track left • Track right • Trot • Canter • Clear fence/natural obstacles, e.g. 0.90 m **Dressage:** • Walk • 20 m circle • Leg yield • Lengthening stride, e.g. trot and canter • Serpentine • Shoulder in • Trot • Trot halt transitions	4	16–20	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. **Show Jumping/Cross Country:** • Consistent and secure preparation of the horse – tack up/mount • Control of horse 'on the bit' in canter is good • Entry into fence/obstacle has confidence • Positioning in relationship to fence/obstacle, e.g. singles, doubles, skinny fences with good success is technically correct with few errors • Position of rider over fence/obstacle and on contact with the ground is good, technically correct and with few errors • Pacing in relation to event is consistent and appropriate • 'Eye for stride' is good and invariably correct to the demands of the event • In competition may attempt fences up to >0.90 m **Dressage:** • Consistent and secure preparation of the horse – tack up/ mount • Entry into arena has poise and good authority • Transitions through walk, trot, canter are consistent with technical merit • Movement replication/compulsory movements in competition are consistent and have good technical foundations

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, in relation to the following. **Show Jumping/Cross Country:** • Walk • Track Left • Track right • Trot • Canter • Clear fence/natural obstacles, e.g. 1 m **Dressage:** • Walk • 20m circle • Leg yield • Lengthening stride, e.g. trot and canter • Serpentine • Shoulder in • Trot • Trot halt transitions	5	21–25	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. **Show Jumping/Cross Country:** • Consistent and secure preparation of the horse – tack up/mount • Control of horse 'on the bit' in canter is very good with clear technical merit • Positioning in relationship to fence/obstacle is very effective and consistent negotiate fence/obstacle with success, e.g. singles, doubles, skinny fences • Very good ability to negotiate angled fences/complexes • Position of rider over fence/obstacle and on contact with the ground is technically correct • Pacing for the training task is very good and effective • 'Eye for stride' reflects control, timing and is appropriate to the task • In competition the rider may attempt fences up to >1.0 m **Dressage:** • Consistent and secure preparation of the horse – tack up/ mount • Entry into arena has clear poise and authority • Transitions through walk, trot, canter are technically accurate and effective • Movement replication/compulsory movements are very good and have accurate technical foundations

Kayaking

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation/unopposed practice: lifting, carrying and launching boat • forward paddling • reverse figure of eight/tilting to assist turning • turning while on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a deep water rescue without assistance • towing and use of a tow line • securing the boat and disembarking.	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/ techniques from isolation/unopposed situations, as well as: • Either undertaking a slalom/gated course (including turning to go through upstream and downstream gates) or journeying on flat, moving and/or white water either in conditioned practice or formal/competitive situations • When undertaking the selected performance medium the candidate demonstrates the application of appropriate technical skills to support and bring about a successful slalom/journey conclusion • The application of appropriate considerations to tactical decision making to overcome natural hazards such as water flow rate and negotiating portages • Demonstrates the appropriate physiological conditioning in order to complete either conditioned/formal/competitive situations including pacing and fatigue management • To fully apply and manage risk management issues when planning and undertaking slalom/journeying • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for kayaking

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • lifting, carrying and launching boat • forward paddling • reverse figure of eight/tilting to assist turning • turning while on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a deep water rescue without assistance • towing and use of a tow line • securing the boat and disembarking.	1	1–5	Demonstrates skills, techniques and decision making **ineffectively**, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • No awareness and use of environmental conditions to benefit performance such as weather conditions. • Ineffective application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate /negotiating portages/other water users. • Demonstrates inappropriate physiological conditioning in order to complete either conditioned/formal/competitive situations including pacing and fatigue management. • Fails to fully apply and manage risk management issues when planning and undertaking slalom/journeying. • Journeying is inconsistent and occasionally completed.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • lifting, carrying and launching boat • forward paddling • reverse figure of eight/tilting to assist turning • turning while on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a deep water rescue without assistance • towing and use of a tow line • securing the boat and disembarking.	2	6–10	Demonstrates skills, techniques and decision making to a **basic** level, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Attempts to respond to environmental conditions but without success such as the weather conditions. • A basic application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate /negotiating portages/other water users. • Demonstrates limited physiological conditioning in order to complete either conditioned/formal/competitive situations including pacing and fatigue management. • Can apply limited manage risk management issues when planning and undertaking slalom/journeying. • Journeying is completed with difficulty /uncompleted

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • lifting, carrying and launching boat • forward paddling • reverse figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a deep water rescue without assistance • towing and use of a tow line • securing the boat and disembarking.	3	11–15	Demonstrates skills, techniques and decision making to a **competent** level with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques used competently with some accurate timing and consistency of application, but with errors. • Attempts to respond to environmental conditions, but with little success such as the weather conditions. • Competent application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate/negotiating portages/other water users. • Demonstrates a competent level of the appropriate physiological conditioning in order to complete either conditioned/formal/competitive situations including pacing and fatigue management. • Applies a competent application of manage risk management issues when planning and undertaking slalom/journeying. • Journeying is completed with some successes but may require additional support.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • lifting, carrying and launching boat • forward paddling • reverse figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a deep water rescue without assistance • towing and use of a tow line • securing the boat and disembarking.	4	16–20	Demonstrates skills, techniques and decision making to a **good** level, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Responds to environmental conditions with some success such as the weather conditions. • Good application of appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate /negotiating portages/other water users. • Demonstrates to a good level the appropriate physiological conditioning in order to complete either conditioned/formal/competitive situations including pacing and fatigue management. • Applies and manages to a good level risk management issues when planning and undertaking slalom/journeying. • Journeying is completed proficiently within time limitations.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • lifting, carrying and launching boat • forward paddling • reverse figure of eight/tilting to assist turning • turning whilst on the move • supporting – low and high brace and turn, sculling for support, recovery strokes • moving sideways – both static and on the move using a technique: sculling draw, draw on the move, hanging draw • take charge of a deep water rescue without assistance • towing and use of a tow line • securing the boat and disembarking.	5	21–25	Demonstrates skills, techniques and decision making to a **very good** level, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Responds effectively to environmental conditions such as the weather conditions. • Very good application of the appropriate considerations to tactical decision making to overcome natural/unnatural hazards such as water flow rate/negotiating portages/other water users. • Demonstrates a very good level of the appropriate physiological conditioning in order to complete either conditioned/formal/competitive situations including pacing and fatigue management. • Fully applies and manages risk management issues when planning and undertaking slalom/journeying. • Journeying is completed to strict time limits and undertaken safely and proficiently.

Rock climbing

This may be assessed either indoors or outdoors

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation/unopposed practice as appropriate to rock climbing indoors or outdoors. • The ability to ascend a rock face making route assessment, re-assessment and carry out safe climbs employing a range of climbing holds and moves • Rope management (e.g. coiling, uncoiling, preparation and carrying) • Select and use a single anchor to set up top rope • Select and use multiple anchors/understand grading used for boulder problems • Ability to belay with different devices/detailed knowledge of protecting a bouldering climber, this may include spotting but also e.g. positioning pads, landings, etc • Ability to demonstrate different climbing techniques • Tie clove hitch, overhand knot and as appropriate figure of 8 on the bight • Set up and undertake an abseil demonstrating the ability to lock off the abseil device during decent/descend from boulder problems safely • Use rope systems to demonstrate a range of secure anchors (e.g. wires, camming devices and fixed equipment)	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies. **Ability to climb different routes (either indoor or outdoor)** • Use a climbing wall or bouldering area • Assess and use a variety of pre-placed anchors • Belay another climber, hold a top-roped fall and perform a 'lower' • Demonstrate confident movement on and sequencing on rock/wall employing a variety of appropriate techniques reflecting body position, balance, foot and hand holds to make use of different rock/wall features • Precise footwork on small holds Candidates should be assessed on their control of the skills used and techniques executed, showing mastery of external factors (competitors and/or environment) • Fluid movement utilising momentum. Timing of skills and techniques means there is always fluency to the performance. • Climbs completed on time

Assessment criteria for rock climbing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • fitting a harness and helmet with instructor support • belaying with instructor support • communicating ineffectively with partner • ascending and descending correctly from route but with errors.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. Demonstrates a limited level of precision when executing skills and techniques, such as: • missing key holds **Inadequate** control, fluency and/or accuracy when under pressure from external factors (competitors and/or environment), including: • kicking and scraping feet • getting stretched out Timing of skills and techniques means there is **no fluency** to the performance, including: • getting stuck for periods on the climb.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • belaying with peers supervised by instructor • putting on harness and helmet with instructor prompts • tying in with rethreaded figure of eight with support • a basic level of climbing communication used • demonstrating basic climbing techniques when ascending and descending with errors	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. Demonstrates basic level of precision when executing skills and techniques: • using the correct hold inefficiently (wrong part of foot or wrong hand technique) **Basic** control and accuracy is evident when under pressure from external factors (competitors and/or environment): • jerky actions and 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

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • belaying competently with backup • fitting harness and helmet independently • tying in independently • safety checks self and partner consistently • demonstrating climbing styles (ascending and descending) with competent techniques	3	11–15	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. Demonstrates a good level of precision when executing appropriate skills and techniques: • using holds correctly (hand and foot positions) 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 competent, steady pace

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • belaying independently and holding a bottom rope fall consistently • handling climbing equipment fluidly, e.g. carabiners and belay devices • demonstrating climbing techniques (ascending and descending) with good technique	4	16–20	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. Demonstrates a good level of precision when executing appropriate skills and techniques: • accurate footwork Consistently in 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 **very good** fluency to the performance: • climbing appears fluid with good body positioning for balance

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • able to belay with two further devices • able to demonstrate climbing techniques (ascending and descending) faultlessly and fluidly • tie clove hitch, overhand knot and figure of 8 on the bight and understand their uses	5	21–25	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. Demonstrates a very good level of precision when executing appropriate skills and techniques: • precise footwork on small holds Always in control of the skills and techniques executed, showing **very good** mastery of 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 completed fluidly

Sculling

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation/unopposed practice: Stroke: accuracy, length/speed, effectiveness of the stroke: • overall sculling action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: • sculling in competitive environments between 1000–2000 m • responding to environmental conditions • stroke count and working as part of the crew (if applicable) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for sculling

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: Stroke: accuracy, length/speed, effectiveness of the stroke: • overall sculling action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques performed ineffectively with inaccurate timing and inconsistent application. • No awareness and use of environmental conditions to benefit performance. • Sculling in competitive environments between 1000–2000 m is inconsistent and occasionally completed • Ability to keep to stroke count and to work as part of the crew (if applicable) is not evident

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: Stroke: accuracy, length/speed, effectiveness of the stroke: • overall sculling action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase).	2	6–10	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 basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements. • Attempts to respond to environmental conditions but without success. • Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are completed with difficulty /uncompleted. • Ability to keep to stroke count and to work as part of the crew (if applicable) is inconsistent.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: Stroke: accuracy, length/speed, effectiveness of the stroke: • overall sculling action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase).	3	11–15	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 used competently with some accurate timing and consistency of application, but with errors. • Attempts to respond to environmental conditions, but with little success. • Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed. • Ability to keep to stroke count and to work as part of the crew (if applicable) is consistent.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: Stroke: accuracy, length/speed, effectiveness of the stroke: • overall sculling action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase).	4	16–20	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. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Responds to environmental conditions with some success. • Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed competitively. • Ability to keep to stroke count and team work (if applicable) is consistent.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: Stroke: accuracy, length/speed, effectiveness of the stroke: • overall sculling action (posture, range of motion) • entry (leg action, acceleration of the handle) • drive (leg action, back, arm draw) • extraction (blades parallel to water, height of blades from water, body position) • recovery (fluid motion, hand action, body, slide) • ratio, rhythm and timing (relationship between the drive and recovery phase).	5	21–25	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. • Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. • Responds effectively to environmental conditions. • Sculling in competitive environments 'side by side' between 1000–2000 m or time trials up to 3000 m are consistent and completed leading a race/group. • Ability to keep to stroke count and to work as part of the crew (if applicable) is very effective and consistent.

Skiing

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. Skills should progress so that they are being performed at a suitable speed on an appropriate gradient, according to the level of ability. • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough, skid/parallel) • control of rate of descent (ploughing, carving, short radius, amplitude) • control direction (plough steering, plough parallel, linked parallel, carved and skidded arcs) as well as other specific traits (see levels).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. This includes using the skills/techniques (listed in the lefthand column) in either a slalom (1:15 gates depending on level), or downhill or ski cross or slopestyle. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment. • 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 the performance (coordination, dynamic balance) • focus and self-control to the demands of the conditioned/formal/competitive situation. • ability to adapt to external factors • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for skiing

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough, skid/parallel) • use of ski-lift (T-bar, drag, chair) • control of rate of descent (ploughing, carving, short radius, amplitude) • control direction (plough steering, plough parallel, linked parallel, carved and skidded arcs).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques are performed with inaccurate timing and inconsistent application. Arcs will be disconnected, steering may be accomplished by whole body turning. • Limited ability to influence the performance and motivation of self and others. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical change(s) in response to the changing conditions/terrains.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough) • use of ski-lift (T-bar, drag, chair) • control of rate of descent (ploughing, carving, short radius, amplitude) • control direction to include plough parallel over a range of amplitudes.	2	6–10	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 with inaccurate timing and inconsistent application. The repertoire of available techniques to meet situations is restricted. • Basic influence on the performance and motivation of self. • Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt. • No clear evidence of tactical change(s) in response to the changing conditions/terrains.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough, skid/parallel) • use of ski-lift (T-bar, drag, chair) • control of rate of descent (ploughing, carving, short radius, amplitude) • controlled direction and rate of descent to include linked parallel turning with a poleplant.	3	11–15	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. • Competent skills and techniques, with some accurate timing and consistency of application but with errors. Arcs are rhythmical, one turn flowing into the next. • Appropriate and sometimes effective use of physical characteristics/attributes (e.g. movements will coordinate with steering), and psychological control to benefit performance, but with many misjudgements. • Attempts to respond to environmental conditions but with little success. • Attempts to adapt to changes in order to seek to dominate opponent(s) with some success.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough, skid/parallel) • use of ski-lift (T-bar, drag, chair) • control of rate of descent (ploughing, carving, short radius, amplitude) • control direction and rate extended to linked parallel turning with appropriately coordinated poleplant, and carved and skidded parallel turns.	4	16–20	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. • Good range of skills and techniques, with some accurate timing and consistency of application, while under pressure of conditioned/formal/competitive situation. • Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, but with misjudgements. • Responds to environmental conditions with some success. • Tactical change(s) are effective and consistent • Adapts effectively but inconsistently to competitors in order to seek to dominate opponent(s).

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough, skid/parallel) • use of ski-lift (T-bar, drag, chair) • control of rate of descent (ploughing, carving, short radius, amplitude) • control direction and rate to include rhythmical parallel turning across a variety of conditions, and rhythmical arcs and ability to change amplitude of arcs.	5	21–25	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. • Very good range of skills and techniques, with accurate timing and consistency of application, with few errors even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor, terrain park). • Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, with few errors. • Success when faced with a range of increasingly complex scenarios, including the ability to adapt, improvise and deploy appropriate tactics. • Responds effectively to environmental conditions. • Ability to select a range of routes taking into account hazards, seen and unseen. • Applies appropriate tactical change(s) effectively and consistently in response to the changing competitive situation in order to seek to dominate opponent(s).

Piste classifications

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

Piste classification	Level
Green	1
Blue	2 and 3
Red	4 and 5
Black	4 and 5

Snowboarding

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice. Skills should progress so that they are being performed at a suitable speed on an appropriate gradient, according to the level of ability. • handling of board (putting on and taking off) • standing after a fall • side slipping (toe and heel edge) • straight running (schussing) • stopping (skid from both edges) • use of ski-lift (drag, chair) • control of rate of descent (side-slipping, traversing, falling leaf, linked turns, carved and skidded arcs) • control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/ formal/competitive situation. This includes using the skills/techniques (listed in the lefthand column) in either a slalom (1:15 gates depending on level), or downhill, or border cross or slopestyle. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment. • 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 the performance (coordination, dynamic balance) • focus and self-control to the demands of the conditioned/formal/competitive situation • can assume a consistent downhill racing position under the effect of the conditions, demands of the event and difficulty of the run with the ability to perform a controlled stop • ability to adapt to external factors • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies**.**

Assessment criteria for snowboarding

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • handling of board (putting on and taking off) • standing after a fall • side slipping (toe and heel edge) • straight running (schussing) • use of ski-lift (drag, chair) • control of rate of descent (side-slipping, traversing) • control direction (side-slipping on both edges, diagonal side-slipping).	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Skills and techniques are performed with inaccurate timing and inconsistent application. Restricted to use of edge to control speed. Weight may be over back foot, may move weight but lose edge control, steering may be accomplished by whole body turning. • Limited ability to influence the performance and motivation of self and others. • No awareness and use of environmental conditions to benefit performance. • No clear evidence of tactical change(s) in response to the changing conditions/terrains.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • handling of board (putting on and taking off) • standing after a fall • side slipping (toe and heel edge) • straight running (schussing) • stopping • use of ski-lift to extend descent (drag, chair) • control of rate of descent including falling leaf into fall line • control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).	2	6–10	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 with inaccurate timing and inconsistent application. The repertoire of available techniques to meet situation is restricted but can chose terrain and speeds of travel appropriate to their level of skill. • Basic influence on the performance and motivation of self. • Attempts to respond to environmental conditions at a basic level but lacks repertoire of skills to adapt. • No clear evidence of tactical change(s) in response to the changing conditions/terrains.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • handling of board (putting on and taking off) • standing after a fall • side slipping (toe and heel edge) • straight running (schussing) • stopping (skid from both edges) • use of ski-lift (drag, chair) • control of rate of descent including linked basic turning. • control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).	3	11–15	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. • Competent skills and techniques, with some accurate timing and consistency of application but with errors. Arcs are rhythmical, one turn flowing into the next. • Appropriate and sometimes effective use of physical characteristics/attributes (e.g. movements will coordinate with steering), and psychological control to benefit performance, but with many misjudgements. • Attempts to respond to environmental conditions but with little success. • Attempts to adapt to changes in a conditioned/formal/competitive situation in order to seek to dominate opponent(s) with some success, if applicable.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • handling of board (putting on and taking off) • standing after a fall • side slipping (toe and heel edge) • straight running (schussing) • stopping (skid from both edges) • use of ski-lift (drag, chair) • control of rate of descent (side-slipping, traversing, falling leaf, linked turns, carved and skidded arcs), also to include modification of tempo and intensity of turning to control speed • control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs).	4	16–20	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. • Good range of skills and techniques, with some accurate timing and consistency of application, while under pressure of conditioned/formal/competitive situation. • Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, but with misjudgements. • Responds to environmental conditions with some success. • Tactical change(s) are effective and consistent but in response to the competition. • Adapts effectively but inconsistently to changes in a competitive situation in order to seek to dominate opponent(s), if applicable.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • handling of board (putting on and taking off) • standing after a fall • side slipping (toe and heel edge) • straight running (schussing) • stopping (skid from both edges) • use of ski-lift (drag, chair) • control of rate of descent (side-slipping, traversing, falling leaf, linked turns, carved and skidded arcs) • control direction (side-slipping on both edges, diagonal side-slipping, linked turns, carved and skidded arcs) • rhythmical turning across a variety of conditions • linking switch turns (back foot leading) • rhythmical arcs and ability to change amplitude of arcs.	5	21–25	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. • Very good range of skills and techniques, with accurate timing and consistency of application, with few errors even when applied in more complex scenarios (e.g. moguls, deep snow, narrow corridor, terrain park). • Appropriate and effective use of physical characteristics/attributes and psychological control to benefit performance, with few errors. • Success when faced with a range of increasingly complex scenarios, including the ability to adapt, improvise and deploy appropriate tactics. • Responds effectively to environmental conditions. • Ability to select a range of routes taking into account hazards, seen and unseen. • Applies appropriate tactical change(s) effectively and consistently in response to the changing environmental conditions and in a competitive situation in order to seek to dominate opponent(s), if applicable.

Piste classifications

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

Piste classification	Level
Green	1
Blue	2 and 3
Red	4 and 5
Black	4 and 5

Swimming

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Stroke: Performance of **one** of the following strokes: front crawl, back crawl, breast stroke or butterfly. All strokes to include starts, turns and finishes, and to cover appropriate distances to ensure full range of skills is demonstrated. **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.	Candidates will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for one stroke in **one** of the distances below for their chosen stroke in a race/competitive event: • Front crawl: 50mm, 100m, 200m, 400m, 800m or 1500m • Back crawl: 50m, 100m or 200m • Breast stroke: 50m, 100m or 200m • Buttefly: 50m, 100m or 200m. Criteria on which performance is to be judged: • Level of technical efficiency and the use of strategies. • Pacing. • Ability to adapt to external factors. • Decision making. • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies**.**

Assessment criteria for swimming

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, as appropriate to the chosen stroke in relation to: • Maintaining technique • Body position • Arm action • Leg action • Movement under water • Breathing • Timing • Racing starts • Turns • Finishes	1	1–5	Demonstrates an **ineffective** level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen stroke, to include the following. • The level of technical efficiency and the use of strategies results in a very inefficient and ineffective stroke technique but will deteriorate towards the end and the swim may not be completed. • Body position and breathing are likely to be poor, e.g. is low in the water and head permanently held high out of the water in the front crawl. The arm pulls and leg kicks are poor. • Does not offer a racing start and finishes are slow and inefficient • Turns are slow with ineffective technique and possibly illegal turns, e.g. in breast stroke and no tumble turns offered.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, as appropriate to the chosen stroke in relation to: • Maintaining technique • Body position • Arm action • Leg action • Movement under water • Breathing • Timing • Racing starts • Turns • Finishes	2	6–10	Demonstrates a **basic** level of performance of skills, techniques and decision making, with little precision, control and fluency, as appropriate to the chosen stroke, to include the following. • The level of technical efficiency and use of basic strategies result in inability to maintain technique throughout the swim. • Body position is a little more streamlined and breathing may be basic for part of the swim, but will deteriorate towards the end of the swim and the full swim may not be completed. The arm pulls and leg kicks are inefficient. • Racing starts made but at a basic level and finishes may break some competition rules, e.g. breast stroke. • Turns are quick and show a good drive from the side but tumble turns, if offered are at a very modest level.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, as appropriate to the chosen stroke in relation to: • Maintaining technique • Body position • Arm action • Leg action • Movement under water • Breathing • Timing • Racing starts • Turns • Finishes	3	11–15	Demonstrates a **competent** level of performance of skills, techniques and decision making, with some precision, control and fluency, as appropriate to the chosen stroke, to include the following. • The level of technical efficiency and the use of basic strategies enable the student to maintain a competent technique for part of the swim but fatigue is evident towards the end of the swim. • Good body position and efficient breathing and timing, but the style and efficiency may deteriorate towards the end of the swim. The arm pulls and leg kicks are less than mechanically sound. • Racing starts are likely to lack speed and efficiency. • Demonstrates legal starts, turns and finishes and throw-away turns are fast and legal. Tumble turns may be shown and will be good, but lack speed and efficiency.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, as appropriate to the chosen stroke in relation to: • Maintaining technique • Body position • Arm action • Leg action • Movement under water • Breathing • Timing • Racing starts • Turns • Finishes	4	16–20	Demonstrates a **good** level of performance of skills, techniques and decision making, with good precision, control and fluency, as appropriate to the chosen stroke, to include the following. • The level of technical efficiency and the use of advanced strategies will enable the student to maintain their technique through most of the swim. • The stroke is good and efficient in terms of technique, body position, breathing and timing, with the arm pull and leg kick being mechanically sound throughout the swim. Timing, especially in the breast stroke, if offered, is correct. • Racing starts and finishes are efficient with a good underwater action at the start and turn. • Tumble turns are shown as appropriate and are legal and efficient with some finesse.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen stroke in relation to: • Maintaining technique • Body position • Arm action • Leg action • Movement under water • Breathing • Timing • Racing starts • Turns • Finishes	5	21–25	Demonstrates a **very good** level of performance of skills, techniques and decision making, with very good precision, control and fluency, as appropriate to the chosen stroke, to include the following. • The level of technical efficiency and the use of advanced strategies, enables the student to maintain a very good technique throughout the swim. • The stroke is very good and efficient in terms of technique and performance, body position, breathing and timing, with the arm pull and leg kick being mechanically sound throughout the swim. Timing, especially in the breast stroke, if offered, is correct. • Legal and very efficient starts, turns and finishes are demonstrated consistently well. • Tumble turns are shown as appropriate and are always fast, legal and efficient.

Trampolining

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed the quality of **either** the four **basic** categories of skills **or** the four advanced categories of skills – one from each category. **Basic categories of skills:** • Basic jumps: tuck jump; pike jump; straddle jump; half twist; full twist. • Basic twists: seat drop, half twist to feet; half twist to seat drop; swivel hips. • Basic landings: seat drop; front drop; back drop. • Basic combinations: seat drop to front drop; front drop to seat drop; front drop, half twist to feet; half twist to front drop; back drop, half twist to feet; half twist to back drop. **Advanced categories of skills:** • Advanced twists: one and a half twist jump; half turntable; full turntable. • Advanced landings: back drop to front drop; front drop to back drop. • Advanced landings, including twisting and rotation: back drop, full twist to feet; back drop, half twist to back drop (cradle); back drop, full twist to back drop (cat twist). • Somersaults: three quarter front somersault to back, to feet; front somersault to feet; back somersault to feet. In addition, they may be judged on any other any other advanced skill not listed above.	Candidates will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/ competitive situation, for a formal 6, 8, or 10 bounce routine. This includes using the skills/techniques from isolation/unopposed situations, as well as: • precision • control • fluency • ability to adapt to external factors • decision making • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Assessment criteria for trampolining

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, height, tension, control and fluency. • Performs all four basic categories of skills	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Students may show a 6 bounce routine but this may lack style and control and show travel or gain or both. The skills will lack tension and there will be ineffective technique even in the simple bounces.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, height, tension, control and fluency. • Performs all four basic categories of skills.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Students may show a 6 or 8 bounce routine but this may lack style and control and show travel or gain or both. The skills will lack tension and there may be basic technique even in the simple bounces.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, height, tension, control and fluency. • Performs four skills from a mix of basic and advanced skills cateogries at a competent level.	3	11–15	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. • Able to perform an 8 or 10 bounce routine competently but will lack style and height and may travel.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, height, tension, control and fluency. • All four advanced categories of skills attemted. Candidates will demonstrate 'good' levels in at least three of these categories.	4	16–20	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. • Able to perform a 10 bounce routine with good level of style, height and little travel. Demonstrates an out bounce and controlled stop.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, height, tension, control and fluency. • Performs all four advanced categories of skills.	5	21–25	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. • Able to perform a 10 bounce routine with very good style and height and very little travel. Demonstrates an out bounce and controlled stop. • The student may wish to show a more difficult routine.

Boccia

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

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
Candidates will be assessed on any **four** of the following skills and techniques: 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	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: 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'). • 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). • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies**.**

Assessment criteria for boccia

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Inconsistent and ineffective throwing of the jack ball into the field of play • Inconsistent and ineffective throwing of boccia balls, failing to get within 3m of the jack ball • With a 1 m diameter hoop positioned on the centre cross, the player is unable to propel at least two of the six balls into the hoop • Skills and techniques, such knocking off/on, cutting in, blocking are executed with inaccuracy and inconsistent application • Inconsistent and ineffective impact on the preparation for performance therefore unable make throws that come close to the jack ball • Little or no movement to prepare for throws leading to inappropriate attempts.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses inappropriate throw in almost all situations and fails to create opportunities for self/partner/team members to throw successfully, thereby always relying on errors of the opponent to score points. • Inconsistent and ineffective control, fluency and accuracy of technique/skill, with no adaptations as necessary. • Fails to respond to playing conditions appropriately, for example, consistently fouling the jack. • Limited success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team. • Not considering time allocations when playing balls (e.g. throwing all of balls within 30 seconds). • Unaware of the need to adapt to changes in a competitive situation such as knocking off self/partner/team member's rather than opponent's ball.

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Effective throwing of the jack ball into the field of play • Being able to throw the of first boccia ball to within 3 m of the jack ball • With a 1 m diameter hoop positioned on the centre cross, the player is able to propel 2 out of 6 balls into the hoop • Skills and techniques, such knocking off/on, cutting in, blocking are executed with basic measure of timing, accuracy and with some appropriate application • Able make some throws that come close within 3 m of to the jack ball Some basic and appropriate movement to prepare for throws leading to some throws landing within 3 m of the jack ball.	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate throw in two out of the six situations and creates some opportunities for self/partner/team members to throw successfully, thereby not relying wholly on errors of the opponent to score points. Able to break a block at three metres for two out of six throws. • Basic control, fluency and adaptation of technique demonstrated. • Demonstrates basic response to playing conditions appropriately on some occasions, for example by ensuring minimal fouls on the jack. • Some success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team. • Timing of skills and techniques means there is basic fluency to the performance. Uses the time allocation for shot preparation, e.g. rounding their boccia balls and adjusting their chair. • Shows basic awareness of the need to adapt to changes in a competitive situation such blocking a shot with the last ball twice given six attempts.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Competent throwing of the jack ball into the field of play • Able to throw the of first boccia ball to within 1 m of the jack ball • Competent impact on the preparation for performance: with a one metre diameter hoop positioned on the centre cross, the player is able to propel three or more balls out of six balls into the hoop • Skills and techniques, such knocking off/on, cutting in, blocking are executed with competent measure of timing, accuracy • Able make at least half the throws come within three metres of to the jack ball • Some appropriate movement of the wheelchair to prepare for throws leading to some throws landing within 3 m of the jack ball.	3	11–15	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. • Minor adjustments are usually made to improve throwing position (e.g. angle of wheelchair or ramp) to successfully impact on outcome. • Typically chooses appropriate throws in at least three out six attempts and creates some opportunities for self/partner/team to throw successfully, thereby not relying on errors of the opponent to score points. • Typically able to break a block at three metres for at least three of the six throws. • Competent control, fluency and adaptation of technique demonstrated, for example typically blocks shots with their last ball 50% of the time. • Effective responses to playing conditions, e.g. by ensuring minimal fouls on jack, but with misjudgements. • Some success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team. • Timing of skills and techniques means there is some fluency to the performance. Uses the time allocation for shot preparation, e.g. rounding their boccia balls and adjusting their chair. • Some awareness of the need to adapt to changes in a competitive situation such as demonstrating the ability to blocking a shot with the last ball twice given 6 attempts.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • Effective throwing of the jack ball into the field of play • Frequently able to throw the first boccia ball to within 50 cms of the jack ball • Good impact on the preparation performance: with a one metre diameter hoop positioned on the centre cross, the player is frequently able to propel four or more balls out of six balls into the hoop • Skills and techniques, such knocking off/on, cutting in, blocking are regularly executed with timing, accuracy • Able to make at least 50% of throws come within three metres of to the jack ball • Appropriate movement of the wheelchair to prepare for throws leading so that from a distance of three metres the player is frequently able to knock his own ball onto the jack.	4	16–20	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. • Makes appropriate adjustments to improve throwing position (e.g. angle of wheelchair or ramp) to successfully impact on outcome. • Typically chooses appropriate throws in at least four out six attempts to create opportunities for self/partner/team members to throw successfully, thereby only rarely relying on errors of the opponent (s) to score points. Typically able to break a block at three metres for at least four of the six throws. • Appropriate and good control, fluency and adaptation of technique demonstrated, for example typically blocks shots with their last ball 60% of the time. • Effective responses to playing conditions, e.g. by ensuring minimal fouls on jack, with few misjudgements. • Good success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team. • Timing of skills and techniques means there is good fluency to the performance. Uses the all the time allocation for shot preparation, e.g. rounding their boccia balls, or entering the field of play to examine the balls. • Shows consistent awareness of the need to adapt to changes in a competitive situation such as demonstrating the ability to blocking a shot with the last ball in at least 50% of throws.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • Effective throwing of the jack ball into the field of play to the targeted area • Frequently able to throw the first boccia ball to within 30 ms of the jack ball • Very effective impact on the preparation performance: with a 1-metre diameter hoop positioned on the centre cross, the player is frequently able to propel five or six of the six balls into the hoop • Skills and techniques, such knocking off/on, cutting in, blocking are almost always executed with appropriate timing and accuracy • Able to make at least 50% of throws come within a metre of to the jack ball • Consistent and effective movement of the wheelchair to prepare for throws leading so that from a distance of three metres the player is almost always to knock his own ball onto the jack. Able to play appropriate shot almost without exception.	5	21–25	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. • Makes consistently effective adjustments to improve throwing position (e.g. angle of wheelchair or ramp)to successfully impact on outcome. • Typically chooses appropriate throws in at least five of the six attempts to create opportunities for self/partner/team members to throw successfully, thereby not relying on errors of the opponent(s) to score points. Typically able to break a block at 5 metres with at least five of the six throws. • Appropriate and very good control, fluency and adaptation of technique demonstrated, for example typically blocks shots with their last ball 70% of the time. • Effective responses to playing conditions, e.g. by ensuring minimal fouls on jack, with very few misjudgements. • Consistent success when applying a tactical change(s) to the selected throw(s) to maximise success for the self/partner/team. • Timing of skills and techniques means there is fluency to the performance. Tactically astute; uses the all the time allocation for shot preparation, e.g. rounding their boccia balls, or entering the field of play to examine the balls • Consistent success in adapting to changes in a competitive situation such as demonstrating the ability to blocking a shot with the last ball in at least 50% of throws.

Polybat

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/ competitive situation
Candidates will be assessed on any **four** of the following skills when performed in isolation or unopposed practice: 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	Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as: The terms used for the range of skills below allow for the use of the full range of permitted assistive devices and/or assistants. • 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. • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessment criteria for polybat

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1–2	Demonstrates an **ineffective** level of technical accuracy, with little or no precision, control and fluency, when: • Strokes are executed with ineffectively, with inaccurate timing and inconsistent application • Inconsistent and ineffective impact on the preparation for performance; unable to maintain a rally in a practice situation because of frequent unforced errors • Little or no dexterity and/or movement demonstrated leading to inappropriate strokes being attempted.	1	1–5	Demonstrates **ineffective** skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses inappropriate stroke in almost all situations to return the ball and fails to create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points. • Inappropriate and inconsistent control, dexterity and/or accuracy of technique/skill, with no adaptations as necessary. • Fails to respond to playing conditions appropriately. • Limited success when applying a tactical change(s) to the selected stroke(s). • Unaware of the need to adapt to changes in a competitive situation: repeatedly playing the same stroke to serve, never capitalising on weaknesses of opponent(s).

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3–4	Demonstrates a **basic** level of technical accuracy, with little precision, control and fluency, when: • Strokes are executed with basic measure of dexterity, timing and accuracy and with some appropriate application • Some basic impact on the preparation for performance; able to maintain a rally showing some control of direction and length of stroke in a practice situation but punctuated with unforced errors • Basic dexterity of movement to play strokes effectively, but with some errors	2	6–10	Demonstrates **basic** skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. • Chooses appropriate stroke in some situations to return the ball but struggles to create openings to dominate rallies, thereby winning some points with effective strokes as well as relying on unforced errors of the opponent to score points. • Appropriate dexterity and/or accuracy of technique/skill, but with some errors and little adaptations as necessary to changing pattern of play. • Attempts responses to playing conditions, but with many inappropriate decisions. • Variable success when applying a tactical change(s) to the selected stroke(s), such as the use of table sides. • Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same stroke to serve, capitalising on some of the opponent(s) weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	Demonstrates a **competent** level of technical accuracy, with some precision, control and fluency, when: • Strokes are executed with competent measure of effective dexterity, timing and accuracy and with appropriate application • Effective impact on the preparation for performance; able to maintain a rally showing consistent control of direction and length of stroke in a practice situation but punctuated with some unforced errors • Appropriate and mostly effective movement in order to play most strokes successfully	3	11–15	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. • Chooses appropriate stroke in most situations to return the ball or create openings to dominate rallies, thereby winning points with successful strokes as well as unforced errors of the opponent. • Appropriate and competent control, dexterity and/or accuracy of technique/skill, with some adaptations as necessary to changing pattern of play but with errors. • Effective responses to playing conditions, with misjudgements. • Successes when applying a tactical change(s) to the selected stroke(s), such as choice of serve or use of table sides, but with errors. • Some effective, adaptations to make changes in a competitive situation with some success: such as changing the stroke played, capitalising on opponent(s) weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7–8	Demonstrates a **good** level of technical accuracy, with precision, control and fluency, when: • A range of strokes are executed with good dexterity, timing and accuracy and with appropriate application in the vast majority of situations • Effective and good impact on the preparation for performance; able to maintain a rally showing consistent control of direction and length of stroke in a practice situation with the strokes played with pace, direction and appropriate length; few unforced errors • Appropriate and effective movement in order to play most strokes successfully.	4	16–20	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. • Chooses appropriate stroke in most situations to return the ball and seeks to create openings to dominate rallies, thereby winning points with effective strokes with little reliance on unforced errors of the opponent. • Appropriate and good control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play but with a few errors. • Effective responses to playing conditions, with minor misjudgements. • Successes when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, with few misjudgements. • Makes effective adaptations to changes in a competitive situation with regular success: such as changing the stroke played, capitalising on own strengths and opponent(s) weaknesses.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	Demonstrates a **very good** level of technical accuracy, with accurate precision, control and fluency, when: • An extensive range of strokes are executed with very good dexterity, timing and accuracy with appropriate application in almost all situations • Very good and effective impact on the preparation for performance; able to maintain a rally showing consistent control of direction and length of stroke in a practice situation with the strokes played with pace, variety, direction and appropriate length; very few unforced errors • Appropriate and effective movement with speed, balance and rhythm in order to play the appropriate stroke almost without exception	5	21–25	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. • Chooses appropriate stroke in almost every situation to return the ball and seeks to create openings to dominate rallies, thereby winning points with proactive and effective strokes with no reliance on unforced errors of the opponent. • Appropriate and consistent control, dexterity and/or accuracy of technique/skill, with adaptations as necessary to changing pattern of play. • Effective responses to playing conditions • Consistent and very good successes when applying a tactical change(s) to the selected stroke(s) such as choice of serve or use of table sides, with only one or two misjudgements. • Makes effective adaptations to changes in a competitive situation with considerable success: such as changing the stroke played, capitalising on own strengths and opponent(s) weaknesses

This Practical Performance Assessment Criteria document is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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