

## Activities

### Acrobatic gymnastics

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students can be assessed as either a 'top', 'middle' or 'base' in both balance and dynamic routines, either in a pair or a group.

Students must complete two separate routines. One must be a balance routine and the other must be a dynamic routine. Area of assessment 1 is assessed on one routine and the other routine is assessed for Area of assessment 2. Area of assessment 3 is to be assessed in either a dynamic or balance routine. The level of difficulty (tariff) for routines is exemplified in the criteria. All routines should have a maximum duration of 2 minutes 30 seconds.

The level of difficulty (tariff) for routines being performed will need to be considered when using the levels of response mark grids. The lists below outlines examples of skills and students may wish to use more demanding skills based on their ability. To aid assessment, students will need to include their routine in written format along with the relevant tariff difficulty.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 Routine 1: either balance or dynamic	Flex – walkovers/Valdez/cartwheel/round-off/jumps.  Stand – straddle lever/pike lever.  Throws (take off, flight and landing) – log roll/salto/360° jump/twisting jumps/boosts.  Catches – cradle.  Supports – platform/bridge/bent arm/straight arm/straight leg/thigh/static holds.  Agility – handstand/flic/dive roll/swinging/steps/pivots/angel.  Tumbling elements – round-off/back handspring/front handspring to two feet (step out only allowed when connecting to another tumbling element).	Flex – one arm walkover/headspring/handspring/somersaults.  Stand – levers/powerlift/shoulder handstand/chest balance/courbette/planche.  Throws (take off, flight and landing) – straight, rotations in excess of 360°/salto (tuck/straight back/pike).  Supports – one arm/shoulder/long arm/hands.  Agility – elements should demonstrate flight, controlled landing/smooth and continuous tumbling.  Tumbling elements (preceded by a motion) – front handspring to two feet (step out only allowed when connecting to another tumbling element)/front tuck/round-off, back tuck.
Area of assessment 2 Routine 2: either balance or dynamic	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Partnership – has an impact on the audience.</p> <p>Expression – gymnasts convey a particular emotion.</p> <p>Performance – variation of space, pathways, levels.</p> <p>Creativity – variation in: composition, entries/exits, elements.</p> <p>Musicality – gymnasts express the music throughout the performance, match movement to the rhythm, melody and mood of the music being played; synchronise with music beats.</p>	<p>Partnership – creates a logical relationship between individuals in pair or groups that is characterised by a visible connection.</p> <p>Expression – making the audience understand your thoughts/feelings/character/attitude.</p> <p>Performance – synchronisation, amplitude.</p> <p>Creativity – displays imagination, originality, inventiveness, inspiration.</p> <p>Musicality – varies the magnitude or speed/tempo of movements with music. Uses expressive movements that are influenced by melody, variations in rhythm and mood or combinations of these.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of apparatus and tariff difficulty in order to ensure their own personal safety.

### Amateur boxing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Jab.</p> <p>Straight (both left and right variations of skill).</p> <p>Cross – left and right.</p> <p>Jab, Jab plus one other combination.</p> <p>Simple 'one, two' combinations.</p>	<p>Punching with power and speed.</p> <p>Hook uppercut, both left and right variations of skill.</p> <p>Longer combinations involving multiple numbers of punches.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Duck. Moving away/backwards. Lateral footwork. Blocking/parrying/covering up.	Lateral footwork. Sway. Slip. Bounce step.
Area of assessment 3 – Tactics and strategies	Ring positioning, footwork to remain balanced, use of reach, maintenance of guard position.	Switching the area and angle of attack. Accurate use of longer combinations. Change of stance. Use of feint to create attacking opportunities.

### Health and safety

All boxers need to follow the appropriate medical and safety guidelines as required by England Boxing. An appropriately qualified adult must supervise the bout.

### Association football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (cannot be 5-a-side or futsal).

#### Outfield player

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Outfield player. Receiving the ball – control using both feet and thigh. Passing (dominant foot) – short and long – along the floor, lofted, chip and driven. Dribbling – close control, use of inside and outside of dominant foot. Shooting – short and long range with dominant foot, half volley. Heading on goal.	Outfield player. Receiving the ball using chest and head to control the ball. Passing – (short and long/driven) use of inside and outside of dominant and non-dominant foot. Dribbling – use of inside and outside of non-dominant foot. Shooting – volley. Use of inside and outside of dominant foot to add spin/swerve/dip. Short and long range with non-dominant foot.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Tackling – block, lunge, slide. Heading – distance and height. Clearance – height and distance.	Tackling – jockeying, channelling a player. Clearance – ability to find teammate higher up the pitch. Heading – finding team mate with header.
Area of assessment 3 – Tactics and strategies	Individual positional skills (attack and defensive) - eg tracking back, supporting runs. Pass/dribble/shoot/tackle/jockey decision making. Role in formation.	Positioning and effectiveness at set plays. Making themselves available for the ball. Ability to play in two or more formations.

### Goalkeeper

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Distribution skills. Throws – underarm and overarm. Goal kicks – height and distance. Kicking from the hands – height and distance. Controlling pass back. Clearance – height and distance.	Distribution skills. Throws accuracy of overarm. Goal kicks- accuracy – ability to find team mate. Kicking from hands – accuracy – ability to find team mate. Clearance – accuracy – ability to find a teammate.
Area of assessment 2 – Defensive skills	Shot stopping. High and low. Inside and outside 18 yard box. one handed and two handed. Crosses – catch.	Shot stopping. One on one. Penalty. Crosses, punch.
Area of assessment 3 – Tactics and strategies	Positioning during open play. Positioning at corners. Decision making – when to come out.	Organisation of team at corners. Organisation at free kicks (communication to create wall).

## Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment (shin pads, etc) in order to ensure their own personal safety.

## Athletics

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed in their performance in two separate events/races. Students can choose any combination of jumps, runs and throws from the list below.

Long distance running events must not exceed 10,000m.

Track (outdoor)	Track (indoor)	Field	Other
100m	60m	Long jump	Cross country (girls) 4k–10k
200m	200m	High jump	Cross country (boys) 6k–10k
300m (girls)	300m (girls)	Triple jump	
400m	400m	Pole vault	
800m	800m	Shot put	
1500m	1500m	Discus (outdoor)	
3000m	3000m	Javelin (outdoor)	
5000m (boys)	Hurdles – 50m, 60m	Hammer (outdoor)	
10000m			
Steeplechase – 1500m, 2000m, 3000m			
Hurdles (boys) – 100m, 110m, 400m Hurdles (girls) – 80m, 100m, 300m, 400m			

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event 1	<p>Track (sprinting) – starting position, head position, posture, cadence, leg drive and recovery phase, foot strike, arm action, pick-up phase</p> <p>Track (hurdling) – track sprinting criteria as above, plus: clearance stride, hurdling action with same lead leg, proximity of lead and trail leg to hurdle</p> <p>Track (long distance) – starting position, head position, upright posture, heel strike, leg drive and recovery phase, cadence, arm action</p> <p>Cross country – starting position, head position, posture, cadence, leg drive and recovery phase, foot strike, arm action, downhill stride pattern</p> <p>Throws – grip, stance, transfer of momentum into throwing position, release action, angle of release/trajjectory, recovery.</p> <p>Jumps – controlled structured approach, leg drive on take-off, arm action on take-off, movement over the bar/through the air.</p> <p>Landing.</p>	<p>Track (sprinting) – use of blocks (up to 400m) balanced bend running (except straight sprints), efficiency of technique, stride pattern, stride length, limited contact with the ground (braking), increased hip flexion during recovery phase</p> <p>Track (hurdling) – track sprinting criteria as above, plus: hurdling action with either leg lead, flight phase, landing phase, maintenance of efficiency/stride pattern when running the bend</p> <p>Track (long distance) – increased contact time with the ground, maintenance of technique throughout race, ability to modify technique during sprint finish to mirror track sprinting criteria above</p> <p>Cross country – leaning into the slope, mid-foot strike, uphill stride pattern, uphill arm drive</p> <p>Throws – flight of projectile, speed and rhythm of movement into throwing action (step/glide/rotate/run-up/crossover/5-step rhythm),</p> <p>Jumps – use of penultimate stride before take-off, height of leg and arm drive to aid propulsion, arm push/extension (pole vault), hitch kick/hang/sail/stride technique (long jump and triple jump).</p> <p>Landing – use of momentum to maximise distance on landing, active leg-shoot (long jump and triple jump).</p>
Area of assessment 2 – Event 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Track (sprinting) – use of blocks, drive and pick up phase, starts and finishes.</p> <p>Track (hurdling) – use of blocks, drive and pick-up phase, starts and finishes, stride pattern between hurdles</p> <p>Track (long distance) – breaking from the group, running on the shoulder, position in relation to inside of track</p> <p>Cross country – pre-race route selection, exit from start, positioning within the course in preparation for turns, attacking other runners</p> <p>Throws – accuracy of run-up, adjusting technique to meet environmental changes, safe throw</p> <p>Jumps – accuracy of run-up (positioning on take-off), equal phases (triple jump, adjusting run-up based on weather conditions/foul jumps).</p>	<p>Track (sprinting) – use of qualifying rounds, decision making for dip</p> <p>Track (hurdling) - use of qualifying rounds, decision making for dip</p> <p>Track (long distance) - responding to the race tactics of others, positioning within a group, timing of sprint finish, running even splits</p> <p>Cross country – responding to the race tactics of others, timing of sprint finish, altering stride pattern to adapt to underfoot conditions</p> <p>Throws – use of qualifying rounds, adjusting tactics in response to the performance of others</p> <p>Jumps – use of qualifying jumps, entry height (high jump and pole vault), use of different poles (pole vault), adjusting position of uprights during a competition, deciding when to ‘pass’, adjusting tactics in response to the performance of others</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to use of protective equipment in order to ensure their own personal safety.

### Badminton

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students can be assessed in either singles or doubles.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Serve – short and long, low and high. Open play – forehand strokes, smash, drive, drop shot (front and back court). Backhand strokes – drop shot (front court), drive.	Serve – backhand flick. Open play – forehand strokes – jump smash, cross court drop shot. Backhand strokes – smash, drop shot – (back court). Return of serve – kill shot.
Area of assessment 2 – Defensive skills	Open play – forehand strokes overhead clear, lift (underarm clear), smash, drive, block (straight). Backhand strokes – lift (underarm clear), block (straight).	Open play – forehand strokes – cross court clear, round the head clear, block (angled). Backhand strokes – overhead clear-block (angled).
Area of assessment 3 – Tactics and strategies	Variation of serve. Shot selection for service return. Position on court.	Decision making in serve. Use of footwork to restrict playing backhand strokes. Shot disguise/feints.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Basketball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Dribbling – use of dominant hand. Change of direction and pace when dribbling. Shooting – dominant hand lay-up, set shot, jump shot. Passing – chest, bounce, overhead.	Dribbling – use of both hands, pivot. Shooting – as appropriate to position – lay-up (both hands), hook shot, 3 point shooting. Passing – no look pass, javelin.
Area of assessment 2 – Defensive skills	Body position when defending the dribble. Interception. Defensive rebounding.	Shot blocking. Steal. Boxing out.



Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Beating opponent – feint and drive to the basket. Feint and shoot. Set plays – offense and defence Individual positional play. Variety of attacking movements.	Switching hands during dribble – cross over step. Pass/dribble/shoot decision making. Screen, pick and roll. Effectiveness in team tactics/strategy, eg zone defence, fast break etc. Double team defence.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Camogie

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Gaining possession – the ground block, the jab lift, the overhead catch, controlling a moving ball. Maintaining possession – the dribble, the solo run, balancing the ball on the stick. Releasing possession – striking a stationary ball, striking from the hand, the hand pass, shooting (short/out of hand).	Gaining possession – the roll lift, the chest catch. Maintaining possession – evasion/roll off, feint/side step. Releasing possession – ground strike on the run, doubling back, the overhead strike, non-dominant side striking, sideline cut, shooting (long).
Area of assessment 2 – Defensive skills	Contesting possession – the frontal ground block the hook, shoulder to shoulder clash.	Contesting possession, batting a ball overhead, checking/shadowing, the frontal air block.
Area of assessment 3 – Tactics and strategies	When to dribble/run, pass, level of successful passes. Pass/shoot/tackle decision making. Creating and finding space. Individual positional skills (attack and defence).	Positioning and effectiveness in set plays. Making themselves available for the ball.

## Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

## Canoeing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

## Sprint

Students will be assessed in their technical ability over two separate race distances.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event/race 1	Body position – to balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.	Use of upper body to increase stroke length. Body position – to balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.
Area of assessment 2 – Event/race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Consistent stroke rate.	Synchronisation. Effective on both sides of the canoe. Speed/stroke rate of the start. Speed/stroke rate of finish. Length of stroke maintained.

## Flat/moving/white water

Students will be assessed on their technical skills on a slalom/gated course that involves upstream and downstream gates. Transitioning across the flow of water can be covered in either Area of assessment 1 or 2 when turning going up/down stream through the appropriate gates.

At A-level it is suggested that students will be competing in Division 3 races (or similar) as a minimum.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Going/turning to go down stream	Forward/reverse stroke, 'J' stroke, pry/push away, scull, sweep, 'c' stroke.	Stern rudder, bow rudder, sculling support, movement/balance across stopper.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – turning to go up stream	Forward/reverse stroke, 'J' stroke, pry/push away, scull, sweep, and 'c' stroke.	Stern rudder, bow rudder, sculling support, movement/balance across stopper.
Area of assessment 3 – Tactics and strategies	Route selection, boat positioning, cutting/out of moving water.	Route selection, boat positioning, cutting/out of moving water.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment (helmets) in order to ensure their own personal safety.

### Cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students cannot be assessed in both fielding and wicket keeping.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – In <b>one role</b> from batting/bowling/fielding or wicket keeping	<p>Batting - Grip, stance, backlift.</p> <p>Front foot – defence, cover drive, off drive, on drive.</p> <p>Back foot – defence, cut, pull, glance.</p> <p>Bowling (spin) – regular leg/off spin control of line and length <b>OR</b></p> <p>Bowling (swing/seam) – control of line and length, inswing/outswing.</p> <p>Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).</p> <p>Wicket keeper – fast/medium/spin – standing up, receiving ball from fielder (deep).</p>	<p>Batting – front foot – sweep, slog sweep, reverse sweep, switch hitting.</p> <p>Drive – back foot, lofted, timing of drives evade close/boundary fielders</p> <p>Back foot – hook, ramp, late cut.</p> <p>Bowling (spin) – control of flight, drift, googly, arm ball, top spin, doosra, <b>OR</b></p> <p>Bowling (swing/seam) – reverse swing, bouncer, yorker, leg cutter, off cutter, cross seam, slower ball</p> <p>Fielding – one handed catches, accuracy of throws, run-outs (where appropriate), receiving ball from fielder close.</p> <p>Wicket keeper – stumpings, leg side takes/catches, one hand catches (both sides).</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – In an <b>alternative role</b> from batting/bowling/fielding or wicket keeping	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	<p>In their <b>main</b> role.</p> <p>Batting – shot selection, running between the stumps, calling.</p> <p>Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries.</p> <p>Fielding – individual positioning, backing up, fielding in one or two positions.</p> <p>Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</p>	<p>In <b>two</b> roles.</p> <p>Batting – up and down the order.</p> <p>Bowling – bowling to your field, positioning of fielders, wide variety of deliveries.</p> <p>Fielding – sliding to gather the ball, accuracy of long throws, flight of the throw, fielding in a wide variety of positions.</p> <p>Wicket keeper – accuracy of appeals, effectiveness when standing up to medium/fast pace to add pressure on batter.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment, eg helmets (batting/wicket keeping), in order to ensure their own personal safety.

### Cycling (BMX)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed on their performance in two separate events/courses and appropriate to the category of performer. These must **not** be in the form of a time trial.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Technical quality of race 1	<p>Starts/finishes.</p> <p>Manual (single) – posture, body position, feet/pedal position, hand position.</p> <p>Pumping and rolling – posture, body position, feet position, hand position.</p> <p>Cornering – low to high/high to low, block.</p>	<p>Timing.</p> <p>Manual (multiple) – posture, body position, feet/pedal position, hand position.</p> <p>Jumps take-off/flight/landing – posture, body position, feet/pedal position, hand position.</p> <p>Cornering – contact with riders, speed control.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Technical quality of race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Positioning in group/ awareness of other riders.  Track positioning.  Overtaking – low to high, dive.	Adapting to environmental conditions.  Qualification rounds.  Pre-race choice of gear.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Cycling (track and road)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed on their performance in two separate events/courses of different lengths and appropriate to the category of performer. This can take the form of individual or team events. Students cannot be assessed in cycle speedway.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Technical quality of race 1	Track cycling – (sprint/time trial/pursuit) starts/finishes, shoulder riding), posture, track positioning.  Road cycling – (time trial/stage riding) posture, pacing, starts/finishes, cornering, echelon riding, chain ganging/through and off cornering.	Track cycling – stationary skills if appropriate – bank riding, maintenance of technique at higher revolutions.  Road cycling – off camber cornering, climbing/descending.
Area of assessment 2 – Technical quality of race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing.  Maintenance of speed when descending, positioning in group/peloton/on track, timing of sprint, breakaway, gear selection (where appropriate).	Maintaining split times (pursuit) ability to follow the wheel in front, adapting to environmental conditions, cycling in a crosswind/headwind.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

## Dance

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive/performance context. The following dance genres are permitted: ballet, ballroom, contemporary, cultural dance, folk, street and tap.

Students are assessed on their performance in two separate dances which can be either individual or group performances in front of an audience (it is suggested that this audience should be a minimum of 10 people).

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Dance 1	Control/coordination when performing movements in sequence, flexibility/mobility, fluency/consistency, balance/stillness (as appropriate during the sequence), use of body language, gesture/focus, motif, travel/elevation/turning/weight transfer.	Elevation of jumps, stillness of balance, precision of movements will be higher.
Area of assessment 2 – Dance 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Choreography	Form, use of personal space, use of general space, dynamics/relationships between performers, interpretation of music, repetition.	Engagement with judges, change of pace, focus of eye line.

## Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

## Diving

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students are assessed on their performance in two separate competitions. Students may perform from the 5, 7.5 or 10 metre platform.

The men's six-dive list should be made up of three dives from list A and three dives from list B. The women's five dive list should be made up of three dives from list A and two dives from list B, or vice versa. Body shape and control through the air and angle and tension on entry will be assessed.

If the student is unable to complete dives from list B then six/five dives from list A may be completed but their marks will be limited to 'good' (7–9) at best.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – List A	<p>Forward tuck/pike.</p> <p>Back tuck/pike.</p> <p>Forward dive straight/tuck/pike.</p> <p>Back dive straight/tuck/pike.</p> <p>Reverse dive straight/tuck/pike.</p> <p>Inward dive straight/tuck/pike.</p> <p>Or dives of a similar tariff.</p>	<p>Back dive half twist.</p> <p>Back somersault half twist.</p> <p>Back 1½ somersaults half twist.</p> <p>Forward somersault 1 twist.</p> <p>Forward 1½ somersaults 1 twist.</p> <p>Forward 1½ somersaults tuck/pike.</p> <p>Back somersault or 1½ somersaults tuck/pike.</p> <p>Or dives of a similar tariff.</p>
Area of assessment 2 – List B	<p>Back dive half twist.</p> <p>Back somersault half twist.</p> <p>Back 1½ somersaults half twist.</p> <p>Forward somersault 1 twist.</p> <p>Forward 1½ somersaults 1 twist.</p> <p>Forward 1½ somersaults tuck/pike.</p> <p>Back somersault or 1½ somersaults tuck/pike.</p> <p>Or dives of a similar tariff.</p>	<p>Arm stand somersault tuck/pike.</p> <p>Reverse somersault or 1½ somersaults tuck/pike.</p> <p>Inward somersault or 1½ somersaults tuck/pike.</p> <p>Back 1½ somersaults ½ twist.</p> <p>Reverse 1½ somersaults ½ twist.</p> <p>Forward 1½ somersaults 1 twist.</p> <p>Or dives of similar or higher tariff.</p>
Area of assessment 3 – Tactics and strategies	<p>Dive selection (dependant upon ability).</p> <p>Shape in flight.</p> <p>Shape on entry.</p> <p>Order of dives.</p>	<p>Dive list selection from two separate heights.</p> <p>Dive selection for qualification. (where required).</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Equestrian

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Flat work	Dressage test, or showing class individual show, or flatwork phase of working hunter class. It may be useful for students to supply a copy of the score sheet associated with this Area of Assessment.	Dressage test, or showing class individual show, or flatwork phase of working hunter class. It may be useful for students to supply a copy of the score sheet associated with this Area of Assessment.
Area of assessment 2 – Jumping	Greater than 75cm course, or cross country greater than 75cm, or the jumping phase of a working hunter class. Rider position on approach. Rider position at take-off. Rider position over the jump. Rider position on landing. Rider position moving towards next fence.	Greater than 90 cm course or cross country greater than 90 cm course, or the jumping phase of a working hunter class. Rider position on approach. Rider position at take-off. Rider position over the jump. Rider position on landing. Rider position moving towards next fence.
Area of assessment 3 – Tactics and strategies	Without jumping – level of difficulty, flow of routine, control when changing pace. Jumping – route selection, time management.	Without jumping – level of difficulty, flow of routine, control when changing pace. Jumping – route selection, time management.

### Health and safety

Students should be at an equivalent level to British Horse Society Stage II, S/NVQ Level 2 or Pony Club B Test.

All students must be wearing hard hats to PAS015 or BSEN1384 standards. They should be wearing gloves and correct riding boots (long or short) and wearing a body protector to Beta Level 2 or 3.

Students must make every effort to ensure their own personal safety, the safety of others and of the horse.

### Figure skating

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive/performance context.

The following genres are permitted: singles skating and team skating which includes pairs skating, ice dance and synchronised skating.

Students are assessed on their performance in two separate routines from one of the disciplines above.



## Singles skating

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. There must be an element of judging evident to meet the criteria. Students should perform two separate programmes lasting 3 minutes (+/- 10 seconds). Students should be working at National Governing Body (NGB) equivalent Level 8/advanced novice.

Programmes will have a maximum of six jump elements for ladies and men.

The level of difficulty (tariff) for programmes being performed will need to be considered when using the levels of response mark grids. The lists below outlines examples of skills and students may wish to use more demanding skills based on their ability. To aid assessment, students will need to offer their programme in written format along with the relevant tariff difficulty.

Area of assessment	Core skills	Advanced skills
All	<p>Skating skills including crossovers (forward/backward), drag.</p> <p>Jumps – salchow, loop, lutz, flip.</p> <p>Spins including two foot, one foot, upright (minimum 3 revolutions).</p>	<p>Skating skills including step sequence, mowhawk, serpentine pattern.</p> <p>Jumps – doubles, triples. NOT quads.</p> <p>Combination jumps – 2-jump, 3-jump.</p> <p>Spins including flying/one position with change of foot and a flying entrance (minimum 8 revolutions).</p>

Area of assessment	Core/advanced skills
Area of assessment 1 – Programme 1	<p>Technical quality of routine including Grade of Execution (GOE) and base value. The difficulty score will need to be seen as it will be a differentiator between levels</p> <p>If no combination jumps or double (or higher) jumps then mark as limited (up to 3 marks)</p> <p>A routine of one combination jump will be Level 2 at best (up to 6 marks)</p> <p>A routine of two combination jumps or double (or higher) jump will access Level 3 at best (up to 9 marks)</p> <p>To access the full range of marks (up to 15) the routine should include three advanced skills as a minimum.</p>
Area of assessment 2 – Programme 2	See above descriptors.

Area of assessment	Core/advanced skills
Area of assessment 3 – Choreography	Composition of routine/difficulty selection Use of space on ice. Interpretation of music. Engagement with judges. Placement of moves in routine.

### Team skating

Ice dance, pairs skating\* and synchronised skating\*.

Note: skills/choreography unique to pairs skating and synchronised skating only are marked with \*

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Performance 1	Coordination/fluency when performing skating skills in sequence (transitions) across the ice. *Stroking – forwards, backwards hand to hand hold. Control of skating speed. Control, flexibility/mobility when rotating (spins/twizzles/turns). Balance (as appropriate in the sequence). Use of body language, gesture. *Control of body during lifts.	Precision of movements will be higher. *Unison of movements will be higher. *Stroking – forwards, backwards hand to hand hold *Kilian hold skating. Speed of rotations will be quicker (eg include more rotations). Rotations and jumps will be performed in combinations. *Entry and exit when jumping/lifting will have greater precision.
Area of assessment 2 – Performance 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Choreography	Use of space on ice, change of skating direction. Interpretation of music. *Dynamics/relationships between performers.	Engagement with judges. Change of skating pace. Placement of moves in routine.

### Health and safety

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## Futsal

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
<p>Area of assessment 1 – Attacking skills</p>	<p>Outfield player:</p> <p>Receiving the ball – control using both feet and thigh to stop, semi-stop or absorb the ball.</p> <p>Passing (dominant foot) – sole, short and long – along the floor. Passing to feet.</p> <p>Driving/running with the ball – close control, dribbling past opponents when moving.</p> <p>Retaining the ball under pressure when moving.</p> <p>Shooting (either foot) -close range using side of foot/ internal instep/external instep/ full instep.</p> <p>Heading on goal.</p> <p>Goalkeeper:</p> <p>Distribution from hands – short roll out, mid-range throw/roll out. Throw to corners.</p> <p>Distribution from feet – controlling the ball. Passing (dominant foot) – short and long – along the floor.</p> <p>Passing to feet.</p>	<p>Outfield player:</p> <p>Receiving the ball using both feet (instep/outstep/sole) and body (thigh/chest) for orientated control.</p> <p>Passing – (short/loft) use of inside and outside of dominant/ non-dominant foot.</p> <p>Passing to opposite foot of receiver.</p> <p>Pass and go/1–2. Switching pass.</p> <p>Dribbling – feinting, dribbling past opponents from standing. Use of sole to roll, drag, cut.</p> <p>Use of inside and outside of non-dominant foot.</p> <p>Shooting – long range, toe poke.</p> <p>Goalkeeper:</p> <p>Distribution from hands – long throw to teammate, roll out to marked player.</p> <p>Distribution from feet – passing to opposite foot of receiver/ space to run on to. Pass to marked player.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	<p>Outfield player:</p> <p>Tackling – block tackle, side tackle, slide tackle.</p> <p>Goalkeeper:</p> <p>Shot stopping (long and close range).</p> <p>Catching the ball.</p>	<p>Outfield player:</p> <p>Tackling – jockeying, channelling.</p> <p>Interception.</p> <p>Goalkeeper:</p> <p>Split save.</p> <p>‘K’ position block.</p> <p>Slide/glide save.</p> <p>Penalties.</p>
Area of assessment 3 – Tactics and strategies	<p>Decision making when to pass/move with ball/shoot/opening up/build up</p> <p>Finding space/moving free/counter attacking.</p> <p>Denying space/delaying counter-attack/ covering/ defensive exchange.</p> <p>Role at set plays.</p> <p>Individual positional skills (attack and defence).</p> <p>Goalkeeper:</p> <p>Positioning during open play/ ready position.</p> <p>Positioning at set plays.</p> <p>Decision making – when to come out.</p>	<p>Effectiveness in team tactics/ strategy, eg zonal defence, individual defence, back post play, blocking a run.</p> <p>Making themselves available for the ball/pivot.</p> <p>Marking during open play.</p> <p>Recovery run.</p> <p>Goalkeeper:</p> <p>Flying goalkeeper.</p> <p>Anticipation.</p> <p>Organisation of team during open play.</p> <p>Organisation of team at set plays.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Gaelic football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

## Outfield player

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Handling (passing/receiving), fielding, pick up.</p> <p>Running/moving with the ball (soloing/toe to hand/ dummying/dribbling/side step/ swerve/change of pace).</p> <p>Kicking – from dominant foot – kick from hand, ground, instep/ drop, driven clearance, return to play, shooting (goals, points, short).</p>	<p>Handling – fist pass, hand pass.</p> <p>Running/moving with ball.</p> <p>Kicking – dominant foot hook, long goal/points, 45's. Non-dominant foot – from hand, instep, short range.</p>
Area of assessment 2 – Defensive skills	Tackling/intercepting (challenging/front/shoulder/ displacing/blocking).	<p>Tackling – block, near/hand tackle.</p> <p>Catching – crouch lift, high.</p>
Area of assessment 3 – Tactics and strategies	<p>Role at Set play.</p> <p>Role in formation.</p> <p>Tracking back.</p> <p>Man-to-man marking.</p> <p>Range of passing.</p> <p>Decision making – when to pass/dribble/shoot or decision making when to tackle.</p>	<p>Ability to play in a two or more roles in a variety of formations.</p> <p>Interception of pass. Zonal marking.</p>

## Goalkeeper

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Distribution skills – fist, hand</p> <p>Kicking – from the floor, punt, from the hands (dominant foot)</p>	<p>Distribution skills - accuracy of fist, hand.</p> <p>Restarts- accuracy – ability to find team mate.</p> <p>Kicking - hook (dominant, non-dominant foot)</p> <p>Clearance – accuracy – ability to find a teammate.</p>
Area of assessment 2 – Defensive skills	<p>Shot stopping - High and low.</p> <p>Catching – crouch lift, high, one handed and two handed.</p>	<p>Shot stopping - one on one, penalty.</p> <p>Catching - punching.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Positioning during open play. Positioning at set plays Decision making – when to come out.	Organisation of team at set plays. Anticipation.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Golf

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. This may take the form of stroke play over 18 holes or match play over 18 holes or the conclusion of the match. The course should include a variety of par 3, par 4 and par 5 holes.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Short irons and putting	Irons – approach play, lob, pitch, chip and run. Putting – short (within 6 ft), uphill, downhill.	Bunker play, flop, use of spin to control ball onto green, out of divots. Putting – long range, across slope.
Area of assessment 2 – Long irons/Woods	Tee shots, fairway play, punch.	Draw, fade, into the wind, playing out of divots.
Area of assessment 3 – Tactics and strategies	Course management, club selection.	Distance control, ball above feet, and ball below feet. Selection of clubs.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Gymnastics

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students can be assessed on floor routine or apparatus (vault, beam, pommel, parallel bars, high bar, rings and asymmetric bars). Students will choose two separate areas (one for Area of assessment 1 and the other for Area of assessment 2).

The level of difficulty (tariff) for routines being performed will need to be considered when using the levels of response mark grids. The lists below outlines examples of skills and students may wish to use more demanding skills based on their ability. To aid assessment, students will need their routine in written format along with the relevant tariff difficulty.

Area of assessment	Core skills	Advanced skills
<p>Area of assessment 1 – Apparatus 1</p>	<p>Floor routine – (minimum 10 m x 10 m), handstand ½ turn, one handed cartwheel, back/forward walkovers, round-off, dive roll.</p> <p>Vault – two different vaults – handspring, hand spring, short arm over swing or optional vault of similar tariff.</p> <p>Pommel horse – false scissor, front/rear support swings, stride swings, double leg circles, both directions, front/rear loop.</p> <p>Parallel bars – back off tucked, back uprise, basket swing, kip, layaway to swing, back uprise straddle cut, cast to upper arm, or moves of similar difficulty.</p> <p>High bar – ¾ giant, cast handstand, clear hip to handstand, flyaway, swing ½ turn, ½ pirouette, back/front giant.</p> <p>Uneven/asymmetrical bars – movement onto apparatus, ¾ giant, cast squat on, flyaway, front hip circle.</p> <p>Beam – movement onto apparatus, cartwheel, split leap, back handspring.</p> <p>Rings – basic swing, flyaway, back uprise to handstand (bent arm), back uprise to handstand (straight arm), shoot to handstand, L-support, handstand.</p> <p>Rhythmic</p> <p>Clubs – circles (small, mill), large swings, tapping/beating, asymmetric movements.</p> <p>Ball – throws, figures of eight, free rolls over the body or the floor, bouncing, circles.</p> <p>Rope – skipping, swings, circles, rotations, figures of eight. Ribbon – swings, circles, snakes, coils, figures of eight and.</p> <p>Hoop – rolling, rotation around the hand or part of the body, swings, curls, figures of eight.</p>	<p>Floor – front somersault, back somersault headspring, fly spring, back flip.</p> <p>Vaults – two different higher tariff vaults, eg handspring with half turn on/off, round off over vault, longarm with full twist.</p> <p>Pommel horse – flair, flair to handstand dismount, or any other movements of similar or higher difficulty.</p> <p>Parallel bars – front uprise, ½ pirouette, back giant, back toss to handstand, or any other movements of similar or higher difficulty.</p> <p>High bar – blind turn, kip stride circle, endo piked, or any other movements of similar or higher difficulty.</p> <p>Uneven/Asymmetrical bars – jager/piked jager, straddle back to handstand, or any other movements of similar or higher difficulty.</p> <p>Beam – back handspring, layout step out, front tuck mount or other movements of similar or higher difficulty.</p> <p>Rings – back uprise to handstand (straight arm), shoot to handstand, L-support, handstand, cross, strength moves, or any other move of similar or higher difficulty.</p> <p>Rhythmic – higher level of difficulty.</p> <p>Clubs – throws and catches.</p> <p>Ball – balancing ball on body part.</p> <p>Rope – throws and catches.</p> <p>Ribbon – throws and catches.</p> <p>Hoop – throws and collection (may use a variety of body parts).</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Apparatus 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate).	Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate).

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of apparatus and tariff difficulty in order to ensure their own personal safety.

### Handball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Passing – dominant hand stationary, on the move, short, long.</p> <p>Receiving the ball – two handed, and dominant hand – stationary and on the move.</p> <p>Moving with ball – dominant hand dribble, change of direction with control.</p> <p>Shooting – standing shot, jump shot.</p> <p>Goalkeeper – dominant hand stationary, on the move, short, long.</p>	<p>Passing – non-dominant hand, short, long, jump pass.</p> <p>Receiving the ball – non dominant hand – stationary and on the move. Jumping and overhead catch.</p> <p>Moving with the ball – non dominant hand dribble, change of hands during dribble.</p> <p>Shooting - non-dominant hand shooting, hip shot.</p> <p>Goalkeeper – long range distribution, to find a team mate.</p>
Area of assessment 2 – Defensive skills	<p>Jockeying, blocking, intercepting.</p> <p>Goalkeeper – shot stopping (high/low/waist-height).</p>	<p>Stealing the ball, one handed interception, tackling.</p> <p>Goalkeeper – shot stopping, use of legs, body, one handed.</p>



Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>When to dribble, run, pass, shoot, level of successful passes.</p> <p>Interception, blocking decision making.</p> <p>Creating and finding space.</p> <p>Individual positional skills (attack and defence).</p>	<p>Positioning and effectiveness in set plays.</p> <p>Making themselves available for the ball.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Hockey (field)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Passing – open stick - push, slap, hit, drive, flick.</p> <p>Receiving the ball – open stick control, ball on the ground and bouncing.</p> <p>Reverse stick – ball on the ground.</p> <p>Dribbling – predominantly open side, some Indian dribble evident, shielding the ball.</p> <p>Shooting – open stick – hit, slap and flick, deflection, lifted deflection.</p> <p>Goalkeeper – kicking dominant foot and distribution of the ball.</p>	<p>Passing – open stick – lob aerial.</p> <p>Reverse stick – slap, flick.</p> <p>Receiving the ball – open stick from aerial pass.</p> <p>Reverse side bouncing and from aerial pass.</p> <p>Dribbling – Indian dribble at speed, reverse stick dribble with control. Open stick dribble at high speed.</p> <p>Shooting – reverse stick – deflection, lifted deflection, slap and hit.</p> <p>Goalkeeper – kicking non-dominant foot and distribution of the ball.</p>
Area of assessment 2 – Defensive skills	<p>Tackling – open stick block, jab, lunge.</p> <p>Reverse stick – jab.</p> <p>Goalkeeper - shot stopping – high/low, slide, waist height stick saves, penalty corners.</p>	<p>Tackling – open stick – sweep.</p> <p>Reverse stick – block, lunge, sweep.</p> <p>Goalkeeper – stick saves – high/low, one against one, penalty strokes.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>When to dribble/run, pass, level of successful passes.</p> <p>Pass/shoot/tackle decision making.</p> <p>Creating and finding space.</p> <p>Individual positional skills (attack and defence).</p> <p>Goalkeeper – positioning during open play.</p> <p>Positioning at set plays</p> <p>Decision making – when to come out</p>	<p>Positioning and effectiveness in set plays.</p> <p>Making themselves available for the ball.</p> <p>Goalkeeper –</p> <p>Organisation of team in open play</p> <p>Organisation of team at set plays</p> <p>Anticipation.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Hurling

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Gaining possession – the ground block, the jab lift, the overhead catch, controlling a moving ball.</p> <p>Maintaining possession – the dribble, the solo run, balancing the ball on the stick.</p> <p>Releasing possession – striking a stationary ball, striking from the hand, the hand pass, shooting (short/out of hand).</p>	<p>Gaining possession – the roll lift, the chest catch.</p> <p>Maintaining possession – evasion/Roll off, feint/side step.</p> <p>Releasing possession – ground strike on the run, doubling back, the overhead strike, non-dominant side striking, sideline cut, shooting (long).</p>
Area of assessment 2 – Defensive skills	<p>Contesting possession – the frontal ground block the hook, shoulder to shoulder clash.</p>	<p>Contesting possession – batting a ball overhead, checking/shadowing, the frontal air block.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>When to dribble/run, pass, level of successful passes.</p> <p>Pass/shoot/tackle decision making.</p> <p>Creating and finding space.</p> <p>Individual positional skills (attack and defence).</p>	<p>Positioning and effectiveness in set plays.</p> <p>Making themselves available for the ball.</p>

### Health and safety

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### Ice hockey

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Skating skills:</p> <p>Forwards – stride, stopping (one and two footed). Backwards.</p> <p>Turns – controlled, mohawk, lateral skating.</p> <p>Puck control – narrow lateral stickhandling, front to back stickhandling, change of pace, give and take, accelerating with puck (one-hand carry), deception when stickhandling.</p> <p>Passing – forehand/backhand slap, push, one-touch.</p> <p>Receiving – forehand, backhand.</p> <p>Shooting – slap, wrist, flip.</p> <p>Goaltender:</p> <p>Puck control – stopping behind the net.</p> <p>Passing – forehand, backhand.</p>	<p>Skating skills:</p> <p>Crossovers - forwards, backwards.</p> <p>Puck control – wide lateral stickhandling, side toe drag, puck protection, backward puck control.</p> <p>Passing – power/snap pass. Pass into path of teammate. Rebound pass from wall. Saucer pass (forehand/backhand).</p> <p>Receiving – receive pass using skates.</p> <p>Shooting – backhand, snapshot, first time.</p> <p>Goaltender:</p> <p>Clearing the puck – forehand, backhand.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Marking. Intercepting. Poke check/sweep check. Stick check, lift. Goaltender: Ready position. Shot stopping – (long range) high/low/stick/body and pads/gloves. Angling. Depth in crease.	Defensive rebound. Block shooting/passing lanes. Angling. Body checking. Ability to read and break up plays. Goaltender: Butterfly/sliding butterfly. Poke check. Post play. Shot stopping – (short range) high/low/stick/body and pads/gloves. One against one saves. Wraparound save.
Area of assessment 3 – Tactics and strategies	Decision making when to pass/move with puck/shoot. Finding space/moving free. Denying space, zone coverage, defending middle of ice, shot blocking. Role at set plays/special team situations. Individual positional skills (attack and defence). Goaltender: Positioning during open play. Positioning at set plays/special team situations. Screenshots. Walkouts.	Effectiveness in team tactics/strategy, eg 2 v 1 situations, powerplay, penalty kill, triangle offense. Making themselves available for the puck. Goaltender: Anticipation. Organisation of team during open play. Organisation of team at set plays/special team situations.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety

## Inline roller hockey

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Skating skills:</p> <p>Forwards: stride, good base position, stopping (facing both ways).</p> <p>Backwards: C cuts, good base position, stopping.</p> <p>Transitions: between forwards and backwards and vice versa.</p> <p>Turns: in control, Mohawk.</p> <p>Puck control: lateral and vertical stickhandling, close and extended stickhandling, able to stick handle while skating at pace.</p> <p>Passing: forehand and backhand, sweep pass, slap pass.</p> <p>Receiving - forehand and backhand.</p> <p>Shooting: slap, wrist, flip/shovel.</p> <p>Goaltender:</p> <p>Puck control – stopping behind the net</p> <p>Passing – forehand, backhand.</p>	<p>Skating skills:</p> <p>Forwards: crossovers both ways, speed.</p> <p>Backwards: crossovers both ways, speed.</p> <p>Transitions: forwards to backwards at speed using Mohawk technique.</p> <p>Turns: tight, accelerate out of turn.</p> <p>Puck control: Deker, puck protection using body, backwards skating puck control.</p> <p>Passing: power/snap pass, accurate to teammate's stick, indirect pass (off the boards), saucer pass (fore and backhand), receive and pass all in one motion.</p> <p>Receiving - cushions puck when receiving, receive a pass using skates.</p> <p>Shooting: backhand, snapshot, first time shot, receive and shoot all in one motion.</p> <p>Goaltender:</p> <p>Clearing the puck – forehand, backhand.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Marking. Poke check/sweep check. Stick check/lift/press. Goaltender: Ready position. Shot-stopping: high/low/stick/ body/pads and gloves. Stays square to puck. Angling Depth in crease.	Angling. Gap control. Block shooting/passing lanes. Goaltender: Butterfly/half butterfly saves. Poke check. Wraparound saves. Post play (vertical horizontal/ reverse vertical horizontal/ stand-up). Makes blocking/reaction saves.
Area of assessment 3 – Tactics and strategies	Decision making – when to pass/move the puck/shoot. Finding space/moving free. Denying space, zone coverage/man to man marking/ defending middle of rink. Role at set plays/special team situations eg face offs/power play/penalty kill. Goaltender: Positioning during 5 versus 5 play. Positioning at set plays/special team situations.	Effectiveness in team tactics/ strategy eg 2v1 situations, power play/penalty kill break outs, forecheck, defensive zone systems. Making themselves available for the puck. Goaltender: Anticipation – reads different situations during game. Organisation/communication with team during open play. Organisation/communication with team during set plays/ special teams situations.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Kayaking

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

### Sprint

Students will be assessed in their technical ability over two separate race distances.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event/race 1	Body position – balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.	Use of upper body to increase stroke length. Body position – to balance boat. Paddle position on entry. Draw action. Paddle position on exit. Recovery.
Area of assessment 2 – Event/race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Consistent stroke rate.	Synchronisation. Speed/stroke rate at start. Speed/stroke rate of finish. Length of stroke maintained.

### Flat/moving/white water

Students will be assessed on their technical skills on a slalom/gated course that involves upstream and downstream gates. Transitioning across the flow of water can be covered in either Area of assessment 1 or 2 when turning going up/down stream through the appropriate gates.

At A-level it is suggested that students will be competing in Division 3 races (or similar) as a minimum.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Going/moving downstream	Forward/backward stroke, draw, sweep, spin, support stroke, high brace, low brace.	Bow rudder, stern rudder, Eskimo roll, brace on stopper.
Area of assessment 2 – Moving upstream	Forward/backward stroke, draw, sweep, spin, support stroke, high brace, low brace.	Bow rudder, stern rudder, Eskimo roll, brace on stopper.
Area of assessment 3 – Tactics and strategies	Route selection, boat positioning, etc.	Route selection, boat positioning, etc.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment (helmets) in order to ensure their own personal safety.

### Lacrosse

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Passing – dominant side – underarm, and overarm.</p> <p>Receiving the ball – stationary – from both sides and from the front, collecting the ball from the ground. From both side whilst running.</p> <p>Moving with ball – cradling action whilst carrying the ball on either side, footwork, sidestep, dodge.</p> <p>Shooting – short shots long range/overarm dominant side.</p> <p>Goalkeeper – passing – dominant side – underarm, and overarm.</p>	<p>Passing – increased distance and accuracy of dominant side and reverse side passing.</p> <p>Receiving the ball – stationary from the behind. Running from the front and behind, collecting ground balls on the run.</p> <p>Moving with the ball – rolling dodge both directions.</p> <p>Shooting – corner shots, pivoting shots, reverse side.</p> <p>Goalkeeper – passing – increased distance and accuracy of dominant side and reverse side passing.</p>
Area of assessment 2 – Defensive skills	<p>Ball on the ground.</p> <p>Interceptions – ground balls, aerial passes on dominant side.</p> <p>Tackling – body check.</p> <p>Goal keeper – shot stopping low/high, stick saves, hand saves.</p>	<p>Interceptions – overhead, non-dominant side.</p> <p>Tackling – legal use of the stick.</p> <p>Goal keeper – corner shot saves, foot saves, penalty saves.</p>
Area of assessment 3 – Tactics and strategies	<p>When to dribble/run, pass, level of successful passes.</p> <p>Pass/shoot/tackle decision making.</p> <p>Creating and finding space.</p> <p>Individual positional skills (attack and defence).</p> <p>Goalkeeper –</p> <p>Positioning during open play</p> <p>Positioning at set plays</p> <p>Decision making – when to come out</p>	<p>Positioning and effectiveness in set plays.</p> <p>Making themselves available for the ball.</p> <p>Goalkeeper –</p> <p>Organisation of team in open play</p> <p>Organisation of team at set plays</p> <p>Anticipation</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.



## Netball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Passing – chest, bounce, shoulder, javelin, pivot. Receiving stationary and on the move – stopping, landing, footwork. Shooting (if appropriate) close range and stepping forward.	Passing – accurately over increased distance and often on the move. Receiving – whilst in the run and jumping – stopping, landing, footwork. Shooting (if appropriate) – long range, stepping back.
Area of assessment 2 – Defensive skills	Footwork. Marking a stationary player – blocking the pass/shot. Intercepting from standing. Rebounding (if appropriate).	Intercepting – whilst on the move. Rebounding (if appropriate).
Area of assessment 3 – Tactics and strategies	When to run, pass, level of successful passes. Pass/shoot decision making. Creating and finding space. Individual positional skills (attack and defence).	Positioning and effectiveness in set plays. Making themselves available for the ball.

## Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

## Rock climbing

Students will be assessed in their performance in the role of their choice across each area of assessment in the formal context. Students will be assessed over two climbs.

Students should be working towards NICAS level 3 or NICAS level 4. Schools/colleges may wish to produce log books to support this. Students should also be working at level HVS 5A/5B and towards E1/5B or equivalent F5+ or F6a.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Climb 1: top/bottom rope climb	2/3 points of contact. Traversing showing weight transfer. Overhanging terrain/steep terrain. Rope work - belaying/knot tying.	Dynamic movement with control. Static movement and foot swaps. Overhanging terrain on a graded route. Layback.
Area of assessment 2 – Lead climb	2/3 points of contact. Traversing showing weight transfer. Overhanging terrain/steep terrain.	Dynamic movement with control. Static movement and foot swaps. Overhanging terrain on a graded route (minimum HVS 5A/5B). Layback.
Area of assessment 3 – Tactics and strategies	Route selection. Fluency of movement. Range of skills and use of equipment. Footwork.	Route selection on graded route (minimum HVS 5A/5B). Safety equipment placement (lead climb only).

### Health and safety

Students must at all times observe all the appropriate and correct safety procedures/rules, such as clothing, equipment, knots and calls, in order to ensure their own personal safety and the safety of others.

Students should be aware of the environmental issues relating to the rock face and surrounding areas.

### Rowing (fine boats)

Students will be assessed in their performance in the role of their choice across each area of assessment in a fully competitive race over a distance of 1000m or over.

Students are assessed on their performance in two separate races, whilst rowing on their preferred side of the boat.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Grip/hand placement on oar. Early preparation/angle of oar. Angle of oar on entry. Oar entry. Catch. Draw. Recovery. Push away.	Grip/hand placement on oar. Rowing posture. Early preparation/angle of oar. Angle of oar on entry. Oar entry. Catch. Draw, layback. Recovery. Push away. Oar position on water exit.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Stroke rate. Responding to instructions (where appropriate, eg coxed crews).	Synchronisation. Ability to take different positions within boat (eg stroke). Speed/stroke rate of start. Speed/stroke rate of finish. Length of stroke maintained.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Rugby league

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Passing – short (both hands), long pass (dominant hand).</p> <p>Receiving the ball stationary and on the move (from both sides), two handed pick up from ground.</p> <p>Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/playing the ball).</p> <p>Kicking (if appropriate to position) goal kicking, drop goal, grubber, drop out, clearance.</p> <p>Scrum - body position and ball distribution.</p>	<p>Passing – long passing (both hands), offload in contact, dummy.</p> <p>Receiving the ball at speed from a range of passes, one handed pick up from the ground, sliding pick up from ball on ground.</p> <p>Evading contact or maintaining possession through contact (footwork to evade an opponent/hand off to evade an opponent/offload in contact).</p> <p>Kicking (if appropriate to position), 40–20, up and under, chip, cross field.</p> <p>Scrum – support play once ball is out.</p>
Area of assessment 2 – Defensive skills	<p>Tackling to stop an opponent - front, side, behind. Supporting tackler.</p> <p>Catching a kicked ball (if appropriate to position) not under pressure.</p>	<p>Tackling to win possession – smother, one on one steal/rip.</p> <p>Catching a kicked ball (if appropriate to position), when under pressure, contesting for the ball.</p>
Area of assessment 3 – Tactics and strategies	<p>Getting on side.</p> <p>Individual positional skills in open play (attack and defensive) - eg lines of running, last tackle options, line speed, when to come up/drop back/drift out/step in.</p> <p>Pass/Run/Kick/Tackle decision making.</p> <p>Role in formation.</p>	<p>Effectiveness in crossing gain line.</p> <p>Positioning and effectiveness at set plays.</p> <p>Making themselves available for the ball.</p> <p>Ability to play in two or more formations.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Rugby union

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
<p>Area of assessment 1 – Attacking skills</p>	<p><b>All players</b></p> <p>Passing – short (both hands), long pass (dominant hand).</p> <p>Receiving the ball stationary and on the move (from both sides), two handed pick up from ground.</p> <p>Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/ball presentation).</p> <p>Rucking – body position, ball presentation, support roles.</p> <p>Mauling – body position as ball carrier, support roles (if appropriate to position).</p> <p>Kicking (if appropriate to position) – box kick, goal kicking, drop goal, grubber, clearance.</p> <p><b>Forwards only:</b></p> <p>Scrum – body position on set, body position on drive.</p> <p>Lineout – throw, jump and/or lifting to maintain possession.</p>	<p>All players: Passing – long passing (both hands), off-load in contact, dummy.</p> <p>Receiving the ball at speed from range of passes, on handed pick up from the ground, sliding pick up from ball on ground.</p> <p>Evading contact or maintaining possession through contact (footwork to evade an opponent/hand off to evade an opponent/offload).</p> <p>Rucking - Adapting technique to the situation to maintain possession.</p> <p>Mauling - Ability to maintain forward momentum (changing point of attack, rolling out etc).</p> <p>Kicking (if appropriate to position), clearance, up and under, chip, cross field.</p> <p><b>Forwards only:</b></p> <p>Scrum - contributing to forward momentum on scrum.</p> <p>Lineout:</p> <ul style="list-style-type: none"> <li>• Hooker - throwing to range of jumpers, accuracy.</li> <li>• Lifting - with movement in the line.</li> <li>• Jumper - from two or more positions and with movement securing possession.</li> </ul>
<p>Area of assessment 2 – Defensive skills</p>	<p>Tackling to stop an opponent – front, side on, chop tackle.</p> <p>Rucking – body position when counter rucking.</p> <p>Mauling – body position.</p> <p>Catching a kicked ball (if appropriate to position) not under pressure.</p>	<p>Tackling to win possession – smother, choke, one on one steal/rip, hold player up to win turnover.</p> <p>Mauling – ability to counter the opposition maul (counter drive/working through/holding ball up).</p> <p>Catching a kicked ball (if appropriate to position) when under pressure, contesting for the ball.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Getting on side.</p> <p>Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/drop back/drift out/step in.</p> <p>Pass/run/kick/tackle decision making.</p> <p>Role in formation.</p>	<p>Effectiveness in crossing gain line.</p> <p>Positioning and effectiveness at set plays.</p> <p>Making themselves available for the ball.</p> <p>Ability to play in two or more formations.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Sailing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students should perform in fully competitive sailing races, demonstrating skills and tactics against suitably challenging opponents, at a suitably challenging event. Students must perform as the helm.

Students may only use craft identified in the [Royal Yachting Association \(RYA\)](#) recognised sailing boat classes only.

AS and A-level students may only use craft identified as 'youth' on this list.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Start – acceleration and line bias.</p> <p>Adapting the speed of the boat to improve effectiveness of a manoeuvres, such as transitions (tacking/gybing), mark rounding and/or developing a space on the start line.</p> <p>Using effective balance, trim and sail/boat settings to maximise the boat speed for the course.</p> <p>Using effective body positions to generate boat speed and control whilst maintaining awareness of external factors.</p>	<p>Adapting speed through coordinated movements in balance and trim, sail setting and tiller to increase efficiency of manoeuvres. Taking into account the conditions and helm and crew coordination in a two person boat.</p> <p>Adjusting the balance, trim and sail/boat settings to take account of different conditions and changes in course.</p> <p>Using efficient body positions or movements to maintain effective balance and trim of the boat and maximise the boat speed.</p>
Area of assessment 2 – Defensive skills	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Use of pre-start information to inform an effective race strategy.</p> <p>Taking advantage of opportunities on the start, including line bias or line sag, to gain on competitor(s).</p> <p>Selecting an efficient course to the next mark or finish.</p> <p>Taking advantage of the conditions including wind shifts, tide, gusts or topography effects, to improve velocity made good (VMG).</p> <p>Rounding marks through maintaining an effective course</p> <p>Adapting boat speed or position the boat to remain in control without breaking the racing rules of sailing.</p> <p>Using the racing rules of sailing to avoid penalties or disqualification.</p>	<p>Adapting the race strategy to take account of changes in conditions or other competitor's actions.</p> <p>Taking advantage of opportunities in the start to get ahead of competitor(s) whilst connecting the start to the effective race strategy.</p> <p>Adapting the course to the next mark or finish to take account of changes in the conditions and competitors to gain an advantage in velocity made good (VMG).</p> <p>Adapting boat speed and or position to gain a place or an advantage over a competitor(s) without breaking the racing rules of sailing.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

### Sculling (fine boats)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive situation throughout 2,000m (or other approved distance according to British Rowing) races.



Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Catch. Leg drive. Draw. Arm action. The slide. Finish. Recovery squaring or rolling up the blade.	Steering. Balancing the boat. Timing of leg drive and arm pull. Length of stroke maintained.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Pacing strategy. Phases of the race. Stroke rate. Responding to instructions (where appropriate, eg coxed crews).	Synchronisation. Ability to take different positions within boat, eg stroke. Speed/stroke rate of start. Speed/stroke rate of finish. Length of stroke maintained.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Skiing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (indoor/outdoor on snow, not dry slope).

Students will be assessed in two races in different disciplines (slalom, giant slalom, super giant slalom, downhill or skier cross).

At A-level at least one race should be on the steeper terrain.

Area of assessment	Core skills (where appropriate to discipline)	Advanced skills
Area of assessment 1 – Race 1	Drive out the start. Glide/schuss. Jumps. Turn shape, turn radius, body angle through gates, pole placement. Body shape in flight. Control of landing. Maintaining momentum through turns. Movement across the fall line. Use of sidecut to control turn radius.	Jumps. Glide/schuss. Turn shape, turn radius, body angle through gates, pole placement. Body shape in flight. Control of landing. Maintaining momentum through turns. Movement across the fall line. Use of sidecut to control turn radius.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Line selection. When to attack. Maintaining tempo of turns.	Maintenance of aerodynamics (on the snow and through the air). Line selection. When to attack. Maintaining tempo of turns.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Snowboarding

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context (indoor/outdoor on snow, not dry slope).

Students will be assessed in two races in different disciplines (slalom, giant slalom, super giant slalom, downhill or border cross).

At A-level at least one race should be on the steeper terrain.

Area of assessment	Core skills (where appropriate to discipline) up to Red slope	Advanced skills on steeper terrain
Area of assessment 1 – Race 1	Drive out the start, turns, glide, jumps, turn shape, turn radius, body angle through gates, body shape in flight, control of landing, maintaining momentum through turns.	Jumps, turn shape, body angle through gates, pole placement, body shape in flight, control of landing, maintaining momentum through turns, movement across the full line, use of arms to maintain balance, linked turns with minimal skid, use of the side-cut to maintain turn radius.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Line selection. When to attack. Maintaining tempo of turns.	Maintenance of aerodynamics (on the snow and through the air). Line selection. When to attack. Maintaining tempo of turns.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Squash

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service – high/low, forehand/backhand.  Forehand strokes – wall drive boasts, volleys, drop shot, volley drive (straight and cross court).  Backhand strokes – wall drive, drop shot.	Service – lob (forehand and backhand).  Forehand strokes – cross court drive, cross court drop shot, kill, trickle boast, volley boast.  Backhand strokes – boasts, cross court drive, cross court drop shot, kill, volley drive.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Return of serve – forehand and backhand from high serve, drive serve. Straight and cross court return. Forehand lob, cross court lob, nick. Backhand – lob.	Return of serve – after ball touches the back wall, return (forehand and backhand). Forehand – back wall boast. Backhand – cross court lob, back wall boast, nick, trickle boast.
Area of assessment 3 – Tactics and strategies	Variation of service, moving from attack to defence (and vice versa), command of the 't' position, variation of shot, use of side walls.	Change of rally length, awareness of interference and obstruction, use of feint to disguise shots.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Swimming

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Students can choose to use the same stroke but over different distances for Area of assessment 1 and 2, eg Area of assessment 1 100m freestyle and Area of assessment 2 400m freestyle, or different strokes for Area of assessment 1 and 2, eg Area of assessment 1 100m freestyle and Area of assessment 2 100m breaststroke.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Entry position and drive from wall/blocks when: starting, turns, finish. Head action. Breathing action. Body position. Arm action. Leg action.	Use of underwater leg action on start, eg fly kick. Use of underwater arm action on start. Use of underwater leg action on turn. Use of underwater arm action on turn. Maintain hydrodynamics.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Pacing. Breathing pattern. Maintaining arm speed and leg speed.	Optimal distance underwater on start. Optimal distance underwater in turns. Optimum distance from wall on turn. Timing of the finish stroke – finish on extension of arm/leg action as appropriate.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Table tennis

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service. Forehand – push, slice top spin. Backhand – push, slice. Rally – forehand strokes – push, straight drive cross court drive top spin straight drive. Backhand strokes – push, slice, cross court slice. Return of serve.	Service – use of spin. Forehand – side spin, high toss, cork screw. Backhand – slice/slide spin, high toss. Rally – ability to sustain rally. Forehand strokes – topspin cross court, drop shot, smash. Backhand strokes – topspin drive, topspin cross court, drop shot. Return of serve.

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Return of serve. Forehand – block, push, drive return, cross court return. Backhand block – push, slice return. Rally. Forehand slice, chop. Backhand slice, chop.	Return of serve. Forehand slice return, return of cork spin. Backhand topspin return, cross court return, return of cork spin. Rally – ability to sustain rally. Forehand strokes – lob, block of smash. Backhand strokes – lob, block of smash.
Area of assessment 3 – Tactics and strategies	Variation of service. Moving from attack to defence (and vice versa). Variation of shot. Use of slice and backspin. Depth of service.	Depth of rally. Change in depth. Use of advanced spin on service. Change of tactics during rally. Use of feint/disguise. Reaction to feint/disguise.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Tennis

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Service – height of toss, footwork.</p> <p>1st serve – depth, use of topspin, two different variations shown.</p> <p>2nd serve – depth, ability to hit corners.</p> <p>Rally.</p> <p>Forehand – drive (down the line and cross court), net drop shot.</p> <p>Backhand – drive down the line, slice (down the line and cross court), net drop shot.</p> <p>Return of serve.</p>	<p>Service – use of spin.</p> <p>1st serve – higher speed of delivery, ability to hit corners, body serve, slice.</p> <p>2nd serve, higher speed of delivery, use of topspin, slice.</p> <p>Rally.</p> <p>Forehand – drop volley, drive volley, back court drop shot, smash.</p> <p>Backhand – drive down the line, slice (down the line and cross court), volley, smash.</p> <p>Return of serve.</p>
Area of assessment 2 – Defensive skills	<p>Return of service.</p> <p>Forehand – blocked return, drive down the line, topspin drive.</p> <p>Backhand – blocked return, slice return down the line.</p> <p>Rally.</p> <p>Forehand – loop recovery, lob.</p> <p>Backhand – loop recovery, lob.</p>	<p>Return of service.</p> <p>Forehand – slice, cross court returns (drive/topspin/slice).</p> <p>Backhand – topspin, cross court returns (drive/slice).</p> <p>Rally.</p> <p>Forehand – topspin lob , ½ volley.</p> <p>Backhand – ½ volley.</p>
Area of assessment 3 – Tactics and strategies	<p>Variation of service, position on court, moving from attack to defence (and vice versa), baseline play, net play, and variation of shot.</p> <p>Accuracy of 1st serve.</p>	<p>Accuracy and variation of 1st and second serve, attacking opponents second serve, use of serve and volley, chip and charge.</p> <p>Ability to maintain sustained baseline rally, use of feint/ disguise.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body in order to ensure their own personal safety.

### Trampolining

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. There must be an element of judging evident to meet this criteria.

Students are assessed on their performance in two separate 10 bounce routines. Tariff details should be provided along with an outline of the routine.

Area of assessment	Core skills	Advanced skills
	Half twist jump, full twist jump, pike jump, straddle jump, tuck jump, seat landing, front landing, back landing, front somersault (pike), back somersault (tucked), back somersault (straight), back somersault to seat (tucked), half twist to feet	Twisting somersaults, Barani and moves of a higher tariff eg rudi, full in-full out (tucked)
Area of assessment 1 – Routine 1	<p>Technical quality of routine – tariff score will need to be seen as it will be a differentiator between levels.</p> <p>If no somersault shown then mark as Limited (up to 3 marks).</p> <p>A routine of just one somersault will be Level 2 at best (up to 6 marks).</p> <p>A routine of two somersaults or tucked Barani will access Level 3 at best (up to 9 marks).</p> <p>To access the full range of marks the routine should include three advanced skills as a minimum (up to 15 marks).</p>	
Area of assessment 2 – Routine 2	See descriptors above	
Area of assessment 3 – Tactics and strategies	<p>Tariff selection in both routines.</p> <p>Placement of moves in both routines.</p> <p>Maintenance of height.</p> <p>Acceleration off the bed.</p> <p>Control of landings.</p>	

### Health and safety

Students are expected to perform and use the trampolines in a safe manner at all times. As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.

Participants may perform a 10 bounce routine of unlimited tariff (provided they are accompanied by a suitably qualified coach to supervise the routine).

### Triathlon (sprint)

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students are assessed on their performance in two separate events meeting the sprint triathlon course measurements of : swim - 750m, bike - 20 km, run - 5 km.



Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Event 1	<p>Swim:</p> <p>Head position – specific to open water.</p> <p>Leg action – specific to open water.</p> <p>Arm action – propulsion, entry/catch and pull, recovery specific to open water.</p> <p>Head turn breathing.</p> <p>Stroke turn over.</p> <p>Bike:</p> <p>Road cycling posture.</p> <p>Pacing, cornering, echelon riding, chain ganging/through and off cornering.</p> <p>Run:</p> <p>Head position, upright posture.</p> <p>Heel strike, leg drive and recovery phase, cadence.</p> <p>Arm action.</p>	<p>Swim:</p> <p>Sight and breath body action/ bilateral breathing pattern.</p> <p>Maintain hydrodynamics.</p> <p>Bike:</p> <p>Road cycling – off camber cornering.</p> <p>Climbing/descending.</p> <p>Maintenance of cadence.</p> <p>Run:</p> <p>Increased contact time with ground, maintenance of technique throughout race duration.</p> <p>Ability to modify technique during sprint finish,</p> <p>Ascending (where course permits) leaning into the slope, mid-foot strike, uphill stride pattern, uphill arm drive.</p>
Area of assessment 2 – Event 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Swim: pre-course strategy, line between buoys.</p> <p>Transition from swim to bike: route from water exit, route on land, apparel changing.</p> <p>Bike: maintenance of speed when descending, positioning in group, timing of sprint, breakaway, gear selection (where appropriate).</p> <p>Transition from bike to run – sliding from shoes, route into/out of transition area, apparel changing.</p> <p>Run: breaking from the group, running on the shoulder, position in relation to route, cornering.</p> <p>Pre-race route selection, positioning within the course in preparation for turns, attacking other runners.</p>	<p>Swim: drafting, sighting.</p> <p>Bike: ability to follow the wheel in front, adapting to environmental conditions, cycling in a crosswind/headwind, responding to the race tactics of others.</p> <p>Run: responding to the race tactics of others, pacing, positioning within a group, timing of sprint finish, altering stride pattern to adapt to underfoot conditions/change in terrain.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

### Volleyball

Students will be assessed on their performance in the role of their choice across each area of assessment in the fully competitive context, minimum of 4-a-side (men's or ladies' net height as appropriate).

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Service.</p> <p>Underarm if used.</p> <p>Overarm – float.</p> <p>Dig – forward.</p> <p>Volley/set – forward.</p> <p>Tipping the ball.</p> <p>Spike.</p>	<p>Service.</p> <p>Overarm – topspin, side spin, jumping.</p> <p>Dig – reverse.</p> <p>Volley/set – reverse.</p> <p>Tipping the ball – non dominant arm.</p> <p>Spike – cross court.</p> <p>Use of feint/disguise.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	Dig – two handed, backcourt. Volley – front court and back court return.	Dig – one handed, diving, recovery (on the move). Block. Reaction to feint/disguise.
Area of assessment 3 – Tactics and strategies	Maintain height above net. Shot selection. Court position in attack/ defence. Accuracy and effectiveness of shots. Awareness of position in rotation/formation. Accuracy of shot selection.	Libero role (if appropriate). Anticipation to aid positioning. Switching of position/ movement after serve into specialist position. Timing of attacking movements. Timing of defensive jumps.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) and follow guidance from the NGB with regard to the appropriate net height.

### Water polo

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
<p>Area of assessment 1 – Attacking skills</p>	<p>Swimming skills - treading water, stationary eggbeater, head up front and back crawl.</p> <p>Passing – (dry), push, use of deception.</p> <p>Receiving- catching, absorbing the ball.</p> <p>Moving with the ball - drive.</p> <p>Moving without the ball – drive to be free/score, V release.</p> <p>Shooting – skip shot, dry shot, lob shot.</p> <p>Offensive rebounding.</p> <p>Goalkeeper: Swimming skills - treading water, stationary eggbeater.</p> <p>Passing – (dry) push, throw.</p>	<p>Swimming skills – eggbeater moving, horizontal sculling, spidering, walking high.</p> <p>Moving without the ball – chop stroke to be free/score.</p> <p>Passing – wet, set.</p> <p>Jumping/elevating out of the water in various directions to pass.</p> <p>Shooting – sweep shot, helicopter backhand, use of deception/dummying (faking).</p> <p>Goalkeeper: Long range distribution – ability to find a teammate</p>
<p>Area of assessment 2 – Defensive skills</p>	<p>Marking – area/one-to-one/ double mark.</p> <p>Intercepting (no elevation).</p> <p>Defensive rebounding.</p> <p>Blocking, delaying driver.</p> <p>Goalkeeper: Ready position.</p> <p>Shot stopping - high/low.</p> <p>Long range saves.</p>	<p>Marking – 1:1, 2:2 duels.</p> <p>Jumping/elevating out of the water to intercept.</p> <p>Defending the shot – sweep shot, backhand shot.</p> <p>Goalkeeper: Jumping/elevating out of the water to save.</p> <p>Shot stopping – bounce shot, lob shot, backhand shot.</p> <p>One against one/close range saves.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Decision making when to pass/move with ball/shoot. Finding space/moving free. Denying space. Role at set plays, man down/up, swim off starting positions. Individual positional skills (attack and defence). Goalkeeper: Positioning during open play. Positioning at set plays.	Effectiveness in team tactics/strategy, eg lanes defence, man to man, press, fast break, decoy runs, screening, post-up. Making themselves available for the ball. Goalkeeper: Anticipation. Organisation of team during open play. Organisation of team at set plays.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

### Windsurfing

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context. Students should perform in fully competitive windsurfing races, demonstrating skills and tactics against suitably challenging opponents, at a suitably challenging event.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Race 1	Transitions: use of effective vision, trim and counterbalance to tack and gybe efficiently. Using effective rig/board tuning, and sailors vision, board trim, counter-balance, and stance to maximise board speed around the course. Controlling speed of the board in manoeuvres such as mark rounding or developing positional space on the start line.	Transitions (tacking and gybing): carving, rail to rail adaptive to conditions, exiting at best speed whilst maintaining correct sailing line Up and downwind technique; adjusting stance, balance, trim and sail/board settings to take account of different conditions and changes in course. Board speed and control; using efficient body positions or pumping to maintain effective trim of the board and maximise speed.
Area of assessment 2 – Race 2	See above descriptors.	See above descriptors.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	<p>Use of pre-start information to inform an effective race strategy.</p> <p>Starts: use of transits, line bias, and board control: stopping, holding position; accelerating, reversing, creating space.</p> <p>Selects an efficient course to the next mark or finish.</p> <p>Using the racing rules of windsurfing to avoid penalties or disqualification.</p>	<p>Adapting the race strategy to take account of changes in conditions or other competitor's actions.</p> <p>Adapting sailing course to the next mark, taking account of changes in the conditions (wind shifts, pressure, tide influence) and competitors, to gain an advantage in velocity made good (VMG).</p> <p>Race strategy; tuning equipment on the move, strategic observations: such as course skew, changes to wind and tidal direction and strength.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB) in order to ensure their own personal safety.

## Specialist activities

### Blind cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Batting skills	<p>Grip, stance, backlit.</p> <p>Front foot – defence, cover drive, off drive, on drive.</p> <p>Back foot – defence, cut, pull, glance.</p>	<p>Front foot – sweep, slog sweep, reverse sweep, switch hitting.</p> <p>Back foot – hook, square cut.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Bowling/fielding skills	<p>Bowling, control of line and length, regular leg/off spin, inswing/outswing (standard delivery).</p> <p>Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).</p> <p>Wicket keeper – fast/medium/spin-standing up receiving ball from fielder (deep).</p>	<p>Bowling – googly, reverse swing, bouncer, Yorker, leg cutter, off cutter, slower ball – (Variety of deliveries).</p> <p>Fielding – one handed catches, accuracy of throws, run-outs (where appropriate), receiving ball from fielder close.</p> <p>Wicket keeper – stumpings, leg side takes/catches, one hand catches (both sides), receiving ball from fielder (deep).</p>
Area of assessment 3 – Tactics and strategies	<p>In their main role.</p> <p>Batting – shot selection, running between the stumps, calling.</p> <p>Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries.</p> <p>Fielding – individual positioning, backing up, fielding in one or two positions (wicket keeper is exempt).</p> <p>Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</p>	<p>In two roles.</p> <p>Batting – up and down the order.</p> <p>Bowling – bowling to your field, positioning of fielders, wide variety of deliveries.</p> <p>Fielding – sliding to gather the ball, accuracy of long throws, flight of the throw, fielding in a wide variety of positions (wicket keeper is exempt).</p> <p>Wicket keeper – accuracy of appeals, effectiveness when standing up to medium/fast pace to add pressure on batter.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment, helmets (batting/wicket keeping), in order to ensure their own personal safety.

### Boccia

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Throws at the jack	Effectiveness from Central boxes. Sending – rolling, length and speed.	Effectiveness from outer boxes (box 1 or 2, box 5 or 6). Sending – use of spin ricochet. Taking out opponents ball.
Area of assessment 2 – Blocking throws	Effectiveness from Central boxes. Covering and blocking	Effectiveness from outer boxes (box 1 or 2, box 5 or 6). Use of back spin to control bounce and roll.
Area of assessment 3 – Tactics and strategies	Shot selection. Jack length. Consistency of propelling the ball.	Variation in propelling the ball – height/angle/spin. Effectiveness with a variety of jack lengths.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Goal ball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Throws – from stationary. Straight ball. Side arm. Curved ball.	Throws – with one or more strides. Straight. Side arm. Curved 360° rotation.
Area of assessment 2 – Defensive skills	Dominant side. Blocking – forming a barrier. Straight body position/firm wall. Arm position. Leg position.	Non-dominant side. Blocking – forming a barrier. Straight body position/firm wall. Arm position. Leg position.



Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Central position accuracy. Selection of throw (based on coach guidance about target). Court coverage in defence. Timing of defensive movements. Communication with team.	Use of spin to reduce noise of the ball. Accuracy when throwing from wing position.

### Health and safety

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### Powerchair football

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Receiving the ball – stationary and on the move. Dribbling – in front of the chair. Passing/Goal kicks (goalkeeper only). Short pass. Long. 180° spin. Kick ins. Use of one side of the chair. Shooting. Close distance.	Dribbling – use of all parts of the chair. Passing. 180° spin. 360° spin. Free kicks. Kick ins. Use of both sides of the chair. Shooting. Long range.
Area of assessment 2 – Defensive skills	Tackling – both sides of the chair. Blocking – one side of the chair. Goalkeeper. From long range shots. Short range shots.	Tackling – both sides of the chair when moving. Intercepting. Blocking – with both sides of the chair. Goalkeeper. Saves from wider angles/penalty kicks.

Area of assessment	Core skills	Advanced skills
Area of assessment 3 – Tactics and strategies	Role at corners/set play. Tracking back. Man-to-man marking. Range of passing. Decision making – when to pass/dribble/shoot or decision making when to tackle/jockey. Goalkeeper. Positioning during open play. Positioning at corners. Decision making – when to come out.	Jockeying. Interception of pass. Zonal marking. Use of feint/disguise. Reaction to feints/disguise. Goalkeeper. Organisation of team at corners. Organisation at free kicks (communication to create wall). Reaction to feints/disguise.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Polybat

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Service. Return of service. Push. Hit.	Varied angle of strike. Varied angle of the ball (accelerating/decelerating the ball).
Area of assessment 2 – Defensive skills	Service. Return of service. Push. Hit.	Varied angle of strike. Varied pace of the ball (accelerating/decelerating the ball).
Area of assessment 3 – Tactics and strategies	Forehand/backhand selection forcing opponent to lift the ball. Bat placement. Use of the sideboards.	Shot variety, use of angle.

## Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

## Table cricket

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Core skills – hitting the ball (generally straight), keeping the ball on the table.

Advanced skills – use of angle when hitting the ball – effective with a variety of delivery speeds and types of delivery.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Batting skills	Batting – keeping the ball on the table, hitting the ball.	Batting – ability to vary shot to hit the scoring areas.
Area of assessment 2 – Fielding skills	Bowling – speed of push, accuracy of standard delivery - moving the fielder. Fielding – slow to medium reaction to the shot.	Bowling – use of the swing ball, adjusting angle of the ramp, variety of delivery. Fielding – fast reactions to the shot, catching.
Area of assessment 3 – Tactics and strategies	Shot angle variety, bowling accuracy, positioning of fielding boards. Selection of appropriate shot/ delivery.	Variation of batting angles to avoid fielding boards. Variation of bowling styles to defeat batsman. Effective fielding board placement.

## Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

## Wheelchair basketball

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Catching the ball – stationary, two handed on the move (where able) pick up from floor.</p> <p>Passing – two handed toss, flip pass, chest pass, overhead (two handed), bounce pass.</p> <p>Moving with the ball – two handed dribble, front dribble.</p> <p>Chair control – starting, stopping, change of direction, change of pace.</p> <p>Shooting – free shots, set shots (inside the key).</p>	<p>Catching the ball – one handed stationary, one handed moving.</p> <p>Passing – one handed passes, flip pass, hook, lob pass, bump.</p> <p>Moving with the ball – bump and roll, spin, one handed dribble.</p> <p>Shooting – lay ups, hook shots, set shots outside the key.</p>
Area of assessment 2 – Defensive skills	<p>Chair positioning.</p> <p>Chair control – starting, stopping, change of direction, change of pace.</p>	<p>Intercepting the ball, rebounds.</p>
Area of assessment 3 – Tactics and strategies	<p>Pass and dribble selection, variety of pass, accuracy of pass, shot selection, tracking player, chair positioning (blocking).</p> <p>Line of attack, moving into open space, defensive positioning.</p> <p>Pivot.</p>	<p>High speed moving with the ball, tandem defence, ability in zone defence, ability to beat defender, ability to prevent attacker moving towards hoop.</p> <p>Man to man marking, effectiveness in team strategy.</p>

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

### Wheelchair rugby

Students will be assessed in their performance in the role of their choice across each area of assessment in the fully competitive context.

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	Catching the ball – stationary, two handed on the move (where able) pick up from floor.  Passing – two handed toss, flip pass, chest pass, overhead (two handed), bounce pass.  Moving with the ball – two handed dribble, front dribble.  Chair control – starting, stopping, change of direction, change of pace.	Catching the ball – one handed stationary, one handed moving.  Passing – one handed passes, flip pass, hook, lob pass, bump.  Moving with the ball – bump and roll, spin, one handed dribble.
Area of assessment 2 – Defensive skills	Tackling – from the front, back.	High speed tackle.
Area of assessment 3 – Tactics and strategies	Pass and dribble selection, variety of pass, accuracy of pass, tracking player, chair positioning (blocking).  Line of attack, moving into open space, defensive positioning.  Pivot.	High speed moving with the ball, tandem defence, ability in zone defence, ability to beat defender, ability to prevent attacker moving towards score zone.

### Health and safety

Students must at all times observe the appropriate rules from their National Governing Body (NGB). They must follow guidance from the NGB with regard to the use of protective equipment in order to ensure their own personal safety.

## Levels of response grids

### Levels of response grid for performer

All activities must be undertaken and assessed in full versions of a sport which in a fully competitive context apart from the following activities where it may be more appropriate to undertake and assess them in a 'performance context'.

- Climbing – a mountain climb involving challenge against the natural environment appropriate to the capabilities of the student.
- Dance – a formal dance show/production performing in front of an audience.