



# Tennis: Skills & Full Context



## Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of tennis.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations, maintaining quick and effective footwork. They almost always produce the intended results/accuracy.
4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.

## Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent(s). The student's contribution is highly effective, significant and sustained for almost all of the game. They maintain quick and effective footwork. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent(s). The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent(s), while hardly ever being outwitted themselves.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student's contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing worthy of credit.



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4	7–8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
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## Part 2 – Full context (15 marks)

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4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
2	4–6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student's contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing worthy of credit.



## Trampolining

1. Shapes (minimum two) – straight/tuck/pike/straddle/others.
2. Drops (minimum two) – front/back/seat/others.
3. Twists (minimum two) – half/full/others.
4. Twisting/rotation (minimum two) – half twist to or out of front drop/half twist to or out of back drop, seat half twist to feet/seat half twist to seat (swivel hips)/front drop to seat, cat twist/turntable/others.
5. Advanced rotation (minimum one) – front somersault/back somersault/hands, knees and over/barani/others.





# Trampolining: Skills



## Trampolining

1. Shapes (minimum two) – straight/tuck/pike/straddle/others.
2. Drops (minimum two) – front/back/seat/others.
3. Twists (minimum two) – half/full/others.
4. Twisting/rotation (minimum two) – half twist to or out of front drop/half twist to or out of back drop, seat half twist to feet/seat half twist to seat (swivel hips)/front drop to seat, cat twist/turntable/others.
5. Advanced rotation (minimum one) – front somersault/back somersault/hands, knees and over/barani/others.

### Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with the moves in isolation but students should aim to increase height and maintain consistency. All moves have the option of 'others' to allow experienced performers to choose harder moves. However, staff should be suitably qualified to supervise the difficulty level of moves chosen. Assessment must not be based on fully competitive competition. The difficulty tariff of moves selected by the candidate should be considered when marking.

Level	Mark	Description
5	9–10	The quality of technique is maintained for all chosen moves in isolation and at height. The student has decided to perform challenging moves and is consistently effective in their performance of these. There are very few errors in technique and the student is adaptive when adding height, maintaining body shape, control and centred landing. They almost always produce the intended results/accuracy.

Level	Mark	Description
4	7–8	The quality of technique is maintained for all chosen moves in isolation but may show signs of deterioration when performed at height. The student has decided to perform challenging moves and is usually effective in their performance of these. There may be occasional minor errors in technique but the student is usually adaptive when adding height, maintaining some body shape, control and centred landing. They regularly produce the intended results/accuracy.
3	5–6	The quality of technique is maintained for most moves but may deteriorate when performed at height. Technique may be noticeably better in some moves more than the others. The student has decided to perform more basic moves and is usually effective in their performance of these. There may be occasional errors in technique and the student is sometimes adaptive when adding height, maintaining some body shape and control but often moving away from the centre cross. They sometimes produce the intended results/accuracy.
2	3–4	The quality of technique is maintained for some basic moves but frequently deteriorates when performed at height. The student has decided to perform basic moves and is occasionally effective in their performance of these. There may be frequent errors in technique and the student is only occasionally adaptive when adding height, causing body shape and control to deteriorate. Landings regularly move away from the centre cross. They occasionally produce the intended results/accuracy.
1	1–2	The quality of technique is evident for a few basic moves but they are not performed at height. The student has decided to perform very basic moves and is hardly ever effective in their performance of these. There are likely to be frequent errors in technique and the student may be unable to adapt when adding height, maintaining little or no body shape or control. Landings are seldom performed on the centre cross. They may not produce the intended results/accuracy.
0	0	Nothing worthy of credit.



# Trampolining: Full Context



## Part 2 – Full context (15 marks)

Students should perform a fully competitive 10 bounce routine. Students can choose the content of their routine but it should contain at least one example of each of the core skills. Straight bounces can be used at the beginning of the routine to gain height before the routine starts. The level of competition/tariff difficulty chosen should suitably challenge the performer.

Level	Mark	Description
5	13–15	The student shows a high level of ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), almost always fully relevant to the demands of a very high level of competition. The student's contribution is highly effective, sustained and at consistent height for almost all of the competition due to a highly developed and specific level of fitness. The student maintains a high level of technique, accuracy and consistency in the performance of all skills during the competition. The application of skill is fully appropriate to maintain body shape, control and centred landings. The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in outperforming other competitors.
4	10–12	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), usually relevant to the demands of a high level of competition. The student's contribution is usually effective, sustained and at a consistent height for the majority of the competition due to a good level of specific fitness. The student maintains technique, accuracy and consistency in the performance of all skills during the competition. The application of skill is usually appropriate to maintain body shape, control and centred landings, but there may be some lapses. The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in outperforming others. Occasionally however, they are outperformed.
3	7–9	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography) relevant to the demands of an average level of competition, but there may be some obvious weaknesses. The student's contribution is sometimes effective during the competition but not always sustained at height due to a slight lack of specific fitness. The student maintains technique and accuracy in the performance of most skills during the competition, but they are not always consistent. The application of skill is not consistently appropriate to maintain body shape, control or centred landings. The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others, although only low level performers. However, there may be some obvious areas of weakness and they are often outperformed.

Level	Mark	Description
2	4–6	The student shows some ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of competition. The student's contribution is occasionally effective, but is not sustained at height due to a lack of fitness. The student shows some technique and accuracy in the performance of some skills/techniques during the competition, but they are seldom consistent. The application of skill is not consistently appropriate to maintain body shape and control is often lost. Landings tend to cast away from the centre point. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others. There are likely to be some obvious areas of weakness and they are usually outperformed.
1	1–3	The student shows only a limited ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) and they are seldom relevant to the demands of a relatively low level of competition. The student's contribution is seldom effective and is not sustained at a suitable height due to a distinctive lack of specific fitness. The student shows only limited technique and accuracy in the performance of a few skills/techniques during the competition. The application of skill is rarely appropriate to maintain body shape or control. Landings frequently cast away from the centre point. The student demonstrates only very limited ability to perform appropriate skills/techniques, and seldom outperforms anyone of any standard.
0	0	Nothing worthy of credit.