

GCSE

WJEC GCSE

Physical Education and Health

Approved by Qualifications Wales

Guidance for Teaching

Unit 2 Approved List of Sports and Physical Activities: Guidance on how to prepare learners for assessment

Teaching from 2026

For award from 2028



Approved List of Sports and Physical Activities: Guidance on how to prepare learners for assessment

2.1a Performance

Activity	Amateur Boxing
Learners are required to perform in a fully competitive context (e.g. fight for 3 two-minute rounds) in the correct weight category	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. practising positive self-talk prior to a fight/ performing speed and agility techniques, pad work and sparing drills in the warm-up.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills, e.g. use of jab, uppercut, hook, right and left cross or suitable combinations of punches to outwit an opponent. - Apply effective techniques, e.g. effective defensive stance to maintain balance after taking a hit.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, e.g. prioritising defence to control distance, frustrate the opponent and create openings for counterpunches to swing momentum.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. cutting off the ring by trapping opponents. - Adapting tactics, e.g. changing tempo throughout a fight to catch opponent off guard. - Decision making, e.g. judging the best time to throw a punch.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. illegal punches, knockdowns, knockouts, point scoring system. - Applying conventions, e.g. staying calm and patient even when getting hit. - Safety requirements, e.g. wear appropriate protective equipment – mouthguard, gloves.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the other competitors, e.g. allowing an opponent to throw lots of fast punches in the first round, then adjusting with sharper counters to exploit their fatigue.

Activity	Archery
Learners are required to perform in a competitive context in one specified event (Welsh Archery Association - WAA - Supporting Archery In Wales)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	- Physical, mental and technical techniques e.g. mobility exercises and correct stance and anchor point practice in the warm-up. - Checking bow setup (string, sight, stabilisers, clicker) and ensuring arrows are tuned. - Visualisation of shot routine.
Demonstrate a variety of skills and techniques	Demonstrate appropriate skills and techniques in a specified event, e.g. consistent expansion phase in the shot to positively impact release execution/ an open stance for increased stability.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. focusing on consistent form and shot timing to maintain scoring pressure.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. managing time per arrow and pacing across ends. - Adapting tactics, e.g. adjusting sight marks for wind conditions.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct scoring zones on target face. - Applying conventions and safety requirements, e.g. staying behind the line, following whistle commands.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the other competitors, e.g. confidence to observe the opponent rush shots and maintaining steady timing and technique to outscore them.

Activity	Athletics
Learners are required to perform in a competitive context in one specified event (e.g. 800m, 5.5km Cross Country)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	- Physical, mental and technical techniques, e.g. a long jumper utilising positive self-talk prior to competing/ a 100m sprinter performing mobility exercise and dynamic sprint drills in the warm-up. - Understanding specific drills and training methods to improve performance.
Demonstrate a variety of skills and techniques	Apply effective techniques for the specified event, e.g. efficiency of running – arm action, streamlining.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a long jumper marking out and adjusting their run up based on their take off accuracy and distance achieved.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. effective pacing in the 1500m to maintain speed at the end of the race. - Adapting tactics, e.g. a running from the front, running the bend, sprinting for finish.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. starting, stepping off the track, disqualification. - Applying conventions and safety requirements, e.g. shoe wear, use of number.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the other competitors, e.g. confidence in allowing pack to run first 400m fast and not going with them as knowing they will tire in last 200m.

Activity	Badminton
Learners are required to perform in a full competitive context (singles or doubles match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. perform a dynamic speed and agility based warm up prior to a match/ utilise positive self-talk to improve focus and composure during pressure points.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a match, e.g. utilising a drop shot in a competitive rally to outwit an opponent to win the point. - Apply effective techniques for the specified event, e.g. use of a high and deep overhead clear to gain time and control the rally.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. controlling rallies, minimising errors, and exploiting opponents' weaknesses to maintain momentum and win points.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. direct returns deep to put opponent on the defensive. - Adapting tactics, e.g. directing shots to opponents' weaker side to force errors.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. compete on a full size single/ doubles court with a regulation height net/ score points fairly to ensure an accurate result. - Applying conventions, e.g. make fair calls even if it favours the opponent.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. adjusting shot placement after exposing an opponent's weak backhand and directing shots to gain a competitive advantage.

Activity	Baseball
Learners are required to perform in a competitive context (match/ game) as a fielder or backstop/ catcher <u>and</u> as a batter or bowler/pitcher	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. bowler/ pitcher to backstop/ catcher practise in the warm-up to increase accuracy and enable greater bowling speed in the match.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate batting and fielding skills, e.g. a fielder executes a fast and accurate over arm throw to the base get the runner out. - Apply effective techniques, e.g. cushioning a high catch/ effective glove technique as a backstop/ catcher.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a backstop/ catcher serving as an effective link to base one to enable the team to get more outs.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. a bowler/ pitcher varies speeds to unnerve the batter and force errors/ tight fielding on the bases to prevent easy runs. - Adapting tactics, e.g. a fielder repositions themselves based on the batter's performance to take a high catch.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. 1 run scored per base (Welsh baseball), 1 run scored after rounding all bases and touching home plate (American baseball). - Applying conventions and safety requirements, e.g. keep calm after a poor umpiring decision.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. a batter scanning the outfield after they have re-positioned and having the confidence to direct shots through the gaps.

Activity	Basketball
Learners are required to perform in a full competitive context (5 v 5 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a shooting guard practicing visualisation prior to the game/ a centre focusing on fast movements, shot blocking and rebound positions in the warm-up.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a forward giving a bounce pass into the guard to outwit a tall defence. - Offensive and defensive skills and techniques, e.g. correct application of the traveling rule to maintain possession/ effective defensive positioning to block a shot.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a point guard initiating plays and distributing the ball effectively in attack.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies/ set plays, e.g. pick-and-roll, give-and-go to create scoring opportunities/ using a zone defence to limit opponents' penetration. - Adapting tactics, e.g. double mark an opposing shooting guard to reduce scoring impact/ switching from man-to-man defence to a zone press.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules of the game, e.g. double dribbling, traveling, backcourt violation. - Applying conventions, e.g. displaying sportsmanship by retrieving the ball off the sideline for the opposition.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. playing against a left-handed player and adapting positioning or passing to pass on weaker side.

Activity	Boccia
Learners are required to perform in a competitive context in one specified event (this activity is for athletes with an impairment to motor skills and functional ability)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. visualising ball placement strategies/ safety equipment checks including the playing chair and ramps if applicable.
Demonstrate a variety of skills and techniques	Apply effective techniques for the specified event, e.g. adjusting ball speed, spin and trajectory for accuracy.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. deliver accurate throws close to the jack to control the game, forcing opponents to attempt risky shot.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. varying shots to break a deadlock/ creating a defensive wall of balls to protect the jack. - Adapting tactics, e.g. changing angles to bypass blocks.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. compete in the correct class/ match played in ends. - Applying conventions and safety requirements, e.g. ensure equipment meets competition standard/ respecting playing area and boundaries.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. adjust the type, speed and placement of throws based on the jack position and opponent's strategy.

Activity	Camogie
Learners are required to perform in a competitive context (15 v 15 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. dynamic warm-up including stick and ball handling skills/ visualising striking at the goal.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. catching an overhead sliotar to call 'mark' past the 45-meter line/ performing a hand pass for passing or scoring goals. - Offensive and defensive skills and techniques, e.g. overhead batting to prevent an opponent from gaining possession/ side stepping to evade tackles.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a midfielder serving as an effective link between defence and attack.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies/ set plays, e.g. free-takes, sideline cuts, 45s, penalties, puck outs/ using puck-outs to launch attacks. - Adapting tactics, e.g. adapting to opposition strengths (marking a key forward, exploiting weak defenders)/ switching defensive formation (sweeper, zonal, man –marking).
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct scoring - 1 point (over bar) or 3 points (under bar)/ playing ball within 4 steps. - Applying conventions and safety requirements, e.g. mandatory helmet with faceguard.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. the defender adjusts positioning, stance, and timing to block shots more effectively in response to opponents' offensive strategy.

Activity	Canoeing
Learners are required to perform in an outdoor competitive context in one specified event (e.g. 200m sprint, slalom)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	- Physical, mental and technical techniques, e.g. dynamic warm-up (torso twists, shoulder rotations, core activation) and short practice sprints on the water prior to competition. - Checking paddle blade and adjusting seat, footrests, and kneeling position to ensure canoe is balanced and stable.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. effective use of draw and sweep strokes to turn the canoe to navigate safely at speed in slalom. - Apply effective techniques for the specified event, e.g. feathering the paddle blade on the recovery part of the stroke to reduce wind resistance/ explosive starts off the line.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. maintain speed, control and precision with efficient paddle strokes whilst following an optimal racing line.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. keeping a straight line during a race/ effective pacing in the 100m sprint to maintain speed at the end of the race. - Adapting tactics, e.g. kneeling in challenging conditions to improve control and stability and reduce the risk of capsizing.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. false starts. boat dimensions, time penalties. - Applying conventions and safety requirements, e.g. use of helmets and buoyancy aids.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the other competitors, e.g. adjusting stroke rate and strength in response to a strong cross-current by taking a wider line.

Activity	Climbing
Learners are required to perform in a competitive context in one specific discipline (indoor/outdoor, speed or graded)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. visualising the route prior to a speed climb/ effective warm-up techniques including mobility exercises and fingerboard hangs.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills, e.g. using foot placements such as edging to increase stability on different terrain or smearing to increase friction and surface contact. - Apply effective techniques, e.g. the use of 'flagging' to counterweight and maintain balance/ 'laybacking' to climb cracks or flakes.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. maximise points/ time by completing routes quickly and efficiently, using technique and strength with minimal error.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. effective route planning to incorporate rest strategies to conserve energy when rock climbing.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. abiding by competition rules such as no touching bolts. - Applying conventions and safety requirements, e.g. show respect for the environment/ checking knots and harnesses.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment, observe the strengths and weaknesses of the other competitors, e.g. adjusting grip type or foot placement when slipping to regain control/ altering the planned route once climbing to avoid eroded surfaces.

Activity	Cricket
Learners are required to perform in a competitive context as a fielder or wicket keeper <u>and</u> as a batter or bowler (11 v 11 match)	
Requirement	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a batter knocking in with hitting and footwork drills prior to their innings/ a bowler mentally rehearsing taking a wicket prior to the match.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. a batter performs a sweep shot in response to spin bowling or a ramp shot over the wicket keeper from a pace bowler. - Apply effective techniques for the specified event, e.g. the use of spin bowling to add variation and deceive a batter/ a fielder using an effective long barrier to prevent a four.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a batter exploiting fielding gaps and scoring runs consistently to contribute towards the team's overall score.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. a pace bowler varying speed and flight to unnerve the batter and force errors/ a fielder backing up to prevent overthrows.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. wide, no ball, leg before wicket (LBW). - Applying safety requirements and conventions, e.g. the use of protective clothing such as helmets, pads and box/ keep calm in response to sledging.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. a fielder repositions themselves based on the batter's performance to take a high catch near the boundary.

Activity	Cycling
Learners are required to perform in a competitive context in one specified discipline (Track, Road, Mountain Biking, BMX) and event	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. pre-competition equipment checks to ensure the bike is safe to ride/ a road cyclist utilising positive self-talk prior to a tough uphill climb/ a track cyclist performing dynamic sprint drills with progressive intensity in the warm-up.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified discipline e.g. hops, drops, manuals, grinds and spins in BMX. - Apply effective techniques for the specified discipline, e.g. a mountain biker cornering through a berm to navigate turns with speed, control and confidence/ a track cyclist adopting an aerodynamic tuck position to minimise air resistance and increase speed in the sprint.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. riding efficiently, maintaining speed and strategy to complete the course in the fastest time possible.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies and tactics, e.g. drafting for energy management and positioning within the peloton prior to a sprint finish when road cycling. - Decision making, e.g. riding at the top of the banking with patience on the track, waiting for the right moment to sprint.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. keep still until the gun goes off at the start of a race. - Applying conventions and safety requirements, e.g. keeping calm after being nudged by an opponent during a race/ wearing appropriate safety equipment such as helmet, gloves and eye protection.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on other competitors, observe the strengths and weaknesses of the other competitors and adapt performance accordingly, e.g. confidence in allowing competitors to start fast and not going with them as knowing they will tire in the final stages.

Activity	Dance
Learners are required to perform 1 dance in a specified style/ genre lasting for approximately 2 to 4 minutes, under formal (pressure) conditions (solo, duo or group)/ competition	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a ballet dancer performing mobility, strength and lengthening exercises in the warm-up.
Demonstrate a variety of skills and techniques	Demonstrate appropriate skills and techniques, e.g. steps, jumps, leaps, turns, kicks and spins in a jazz routine/ breaking, locking and popping in hip hop routine/ performance skills such as timing, focus, projection, musicality and expression in a contemporary routine.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. interpret choreography with precision and expression whilst maintaining technique, timing and rhythm.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. pace throughout the routine to maintain energy and avoid dips in performance. - Using choreographic principles and devices, e.g. actions, dynamics and spatial qualities, canon, motif, contrast and retrograde.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. adhere to time stipulations. - Applying conventions, e.g. recover from a mistake or slip to continue the performance.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the competitors, observe the strengths and weaknesses of fellow or other competitors, e.g. adjust movements, timing, or style to complement your partner or outperform competitors.

Activity	Diving
Learners are required to perform in a competitive context in one specified event (platform diving)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. the use of mental rehearsal to prepare for a competition/ performing flexibility exercises and dryland skills such as jumps, handstands and somersaults in the warm-up.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills, e.g. approach, take-off, flight, body position and water entry/ utilising straight, pike, tuck and free positions in flight. - Apply effective techniques, e.g. effective 'hurdle step' approach to generate height and power/ correct entry position with pointed toes and controlled arm placement to produce minimal splash.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. execute dives with technical precision and control, producing with minimal splash.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. selecting dives of an appropriate difficulty to balance risk versus competition. - Adapting tactics, e.g. adjusting rotational speed mid-air to recover form before entry.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. comply with dive requirements. - Applying conventions and safety requirements, e.g. pool depths/ recovering from a poor dive to complete the competition.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjust technique, timing, or choice of dive based on opponents' performance to maximize score or reduce risk.

Activity	Equestrian
Learners are required to perform in a competitive context in one specified discipline (show jumping, cross country, dressage) and event	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. pre-competition checks to ensure the horse is safe to ride/ performing a dynamic warm-up including flat work and technical skills to prepare the horse.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified discipline, e.g. trot, canter, leg-yield, shoulder in, half pass in dressage. - Apply effective techniques for the specified discipline, e.g. performing a half-halt in show jumping to rebalance the horse and prepare for transitions.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust e.g. execute clean jumps consistently across a specified course whilst maintaining efficient technique.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. planning the best line in show jumping/ pacing the horse to conserve energy in cross-country. - Adapting tactics, e.g. adjusting stride length of the horse if off distance approaching a jump.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. understanding faults in show jumping such as knockdowns, refusals, time penalties and elimination rules. - Applying conventions and safety requirements, e.g. respecting horse welfare and competition etiquette/ appropriate safety clothing for both the rider and horse.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. after clipping a jump, having confidence to adjust riding technique, pace, or approach to obstacles to improve performance or gain a competitive edge.

Activity	Football
Learners are required to perform in a full competitive context (11 v 11 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. a goalkeeper (GK) focusing on fast reactions, speed and agility work in the warm-up/ a striker practicing visualisation prior to the game or taking a penalty.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a centre midfielder playing the ball back to a defender to effectively switch directional play. - Offensive and defensive skills and techniques, e.g. appropriate pass selection, such as 1-2's, a through ball in attack or a high cross into the box to outwit defenders/ effective use of shadowing in defence to close down the ball or force a player in a particular direction.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a midfielder serving as an effective link between defence and attack/ a defender dominating the box to clear out and limit opponents' goal scoring opportunities.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Principles of play in possession, out of possession. - Applying strategies, e.g. corners, free kicks, throw ins. - Adapting tactics, e.g. a defender pushes up into the box for a late corner to try and win the game/ apply a press defence.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. offside, handball, dangerous play. - Applying convention, e.g. displaying sportsmanship by retrieving the ball off the sideline for the opposition. - Safety requirements, e.g. shin pads.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. assessing opponents' formations and having the confidence to change strategy from zone defence to man-marking.

Activity	Goalball
Learners are required to perform in a competitive context (3 v 3 match) (adaptive activity)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. drills to focus on auditory cues (ball bells, team communication, referee calls) in the warm-up/ dynamic warm up to include reaction drills and throwing skills.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. bounce shots to make ball harder to block, varying speed, spin, and angles. - Offensive and defensive skills and techniques, e.g. diving saves to block rolling shots with full body.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. track the ball efficiently, making key saves in defence and scoring goals in attack.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. using fake throws to mislead opponents. - Adapting tactics, e.g. changing serving order after timeouts.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. remaining silent when the ball is in play/ wearing blackout shades. - Applying conventions and safety requirements, e.g. staying composed after a poor referee call/ safe diving techniques.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. adjusting defensive positioning based on the tendency of the opposition throwers to throw the ball towards their left side.

Activity	Golf
Learners are required to perform in a competitive context (e.g. match play, stroke play, four ball)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. performing dynamic mobility exercises and practising swing tempo, putting and chipping before tee-off/ utilising visualisation techniques prior to a competition.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills, e.g. driving, fairway shots, approach play, bunker shots, chipping, putting. - Apply effective techniques, e.g. correct grip, stance, posture, alignment and controlled swing mechanics/ using different clubs for different situations, such as wedge for loft, putter for accuracy.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. strategic shot selection and consistently executing precise shots across all holes to achieve their overall score.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. 'laying up' to avoid hazards and improve strategic positioning and angle of approach. - Adapting tactics, e.g. changing putting line depending on green speed. - Decision making, e.g. choosing the correct club and shot based on distance and wind.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. following the order of play, understanding penalty strokes. - Applying conventions and safety requirements, e.g. keep calm and recover after a poor shot.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjust club choice and shot selection to gain an advantage.

Activity	Gymnastics
Learners are required to perform in a competitive context in one specified discipline (Acrobatics, Artistic, Olympic, Rhythmic, Trampolining, Tumbling)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. performing flexibility exercises, mounts, casts, swings and dismounts in the warm-up to prepare for a bars routine/ utilising positive self-talk to continue the beam after a fall.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. leaps, rolls, jumps, walkovers, flicks and somersaults in a floor routine. - Apply effective techniques for the specified event, e.g. successful run up, take off, flight and landing in a handspring vault.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. perform clean well-executed routines with technical precision.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. effective use of difficulty, speeds, directions and levels in a floor routine. - Adapting tactics, e.g. performing a lower tariff vault on the 1st attempt to secure solid marks, then performing a higher tariff, more difficult vault on the 2nd attempt to go for placings.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. staying within the designated marked area during a floor routine/ completing a 10-bounce routine in trampolining. - Applying conventions and safety requirements, e.g. ensuring the bars are locked at the correct height and distance to perform safely/ ending on the landing mat at the end of a tumble routine.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors e.g. adjust the planned difficulty level of a vault or floor routine before competing to maximise scoring potential.

Activity	Handball
Learners are required to perform in a full competitive context (7 v 7 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a goalkeeper performing reaction-based drills in the warm-up.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a long outlet pass from the goalkeeper to initiate a fast-attacking break. - Offensive and defensive skills and techniques, e.g. a jump shot with increased power and speed to make it harder for the defence to block.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a centre back links defence and attack, serving as a playmaker; controlling the ball and directing play.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. creating overloads through pick-and-roll or crossing plays/ using set plays for penalty throws. - Adapting tactics, e.g. switching defensive formations in response to opponents' strengths.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. 3 second holding rule, no players except the goalkeeper in the goal/ fouls. - Applying conventions and safety requirements, e.g. no dangerous contact.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. aiming for the upper corners of the goal when shooting in response to some poor saves in these areas from the opposing goalkeeper.

Activity	Hockey
Learners are required to perform in a competitive context (11 v 11 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. a goalkeeper (GK) focusing on fast reactions, speed and agility work in the warm-up/ a centre forward practicing visualisation prior to taking a penalty stroke.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a centre midfielder playing the ball back to a defender to effectively switch directional play. - Offensive and defensive skills and techniques, e.g. appropriate selection and correct application of a push pass, hit or scoop to maintain possession/ effective tackling technique and defensive positioning to regain possession.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a midfielder serving as an effective link between defence and attack/ a defender dominating the 'D' to clear out and limit opponents' goal scoring opportunities.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. using set plays, such as free hits and penalty corners. - Adapting tactics, e.g. a forward dropping back into defence on a penalty corner/ switching from 4-3-3 balanced formation to a 5-3-2 defensive formation to play out the match and take the win.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. not playing the ball with the back of the stick, avoiding obstruction, use of feet. - Applying conventions, e.g. displaying sportsmanship by retrieving the ball off the sideline for the opposition. - Safety requirements, e.g. wearing gum shields and shin pads.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. the goalkeeper adjusts positioning, stance, and timing to block shots more effectively in response to opponents' attacking strategies.

Activity	Hurling
Learners are required to perform in a competitive context (15 v 15 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. dynamic warm-up including stick and ball handling skills/ visualising puck outs before the game.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. controlling dropping sliotars to maintain possession/ ground strikes to gain momentum and advance in attack. - Offensive and defensive skills and techniques, e.g. hooking to stop an opponent from striking the ball/ / jab lifts to raise the ball from the ground on the run in attack.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a forward capitalising on passes from midfielders to create and convert scoring opportunities to put the team in front.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies/ set plays, e.g. free-takes, sideline cuts, 65, penalties, and puck outs. - Adapting tactics, e.g. adapting to opposition strengths (marking a key forward, exploiting weak defenders)/ switching defensive formation (sweeper, zonal, man –marking).
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct scoring (1 point over crossbar, 3 points under bar)/ playing ball within 4 steps. - Applying conventions and safety requirements, e.g. mandatory helmet with faceguard.
Analyse, adapt and review the performance of themselves and/or other	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. a defender adjusts positioning, stance, and timing to block shots more effectively in response to opponents' attacking strategy.

Activity	Ice Skating
Learners are required to perform in a competitive context in one specified discipline (figure skating, ice dance, speed skating)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. performing dynamic off ice stretching and technical on ice exercises in the warm-up.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. an explosive start from crouch in speed skating/ display of performance skills such as timing, focus, projection, musicality and expression in an ice dance routine. - Apply effective techniques for the specified event, e.g. efficient stride technique for speed skating/ controlled rotations and landings for figure skating.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. interpret choreography with clean elements, precision and expression whilst maintaining timing and rhythm.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. planning jump order in routines to conserve energy in figure skating/ using choreographical principles such as actions, dynamics and spatial qualities in ice dance. - Adapting tactics, e.g. adjusting stride length in response to opponent's speed.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. comply with time limits/ include required elements. - Applying conventions and safety requirements, e.g. recover from a mistake or slip to continue the performance.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. observe competitors routines and score and strategically tailor choreography or execution to outscore opponents in figure skating.

Activity	Kayaking
Learners are required to perform in an outdoor competitive context in one specified event (e.g. 200m sprint, slalom)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. dynamic warm-up and short practice sprints on the water/ adjusting equipment, footrests, backrests and pedals prior to a competition.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. forward stroke for maximum propulsion, sweep strokes for steering and bracing strokes for stability. - Apply effective techniques for the specified event, e.g. feathering the paddle to reduce air resistance/ explosive starts off the line.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. maintain speed, control and precision with efficient paddle strokes whilst following an optimal racing line.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. finding the fastest line through slalom gates/ pacing in a 200m sprint to maintain speed in the final strokes. - Adapting tactics, e.g. using quick sweep strokes to correct course line while maintaining speed.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. false starts, correct gate passage in slalom and time penalties. - Applying conventions and safety requirements, e.g. use of helmets and buoyancy aids.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment, observe the strengths and weaknesses of the other competitors e.g. adjusting body lean, paddle angle and choosing a different line after observing competitors having trouble on a gate.

Activity	Lacrosse
Learners are required to perform in a full competitive match (10 v 10)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a defender working on fast footwork drills, body positioning, and stick checks during the warm-up/ an attacker practising visualisation before the game.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a midfielder executing a quick give-and-go pass to outwit an opponent. - Offensive and defensive skills and techniques, e.g. dodging to create shooting space/ applying effective stick checks to dispossess an opponent/ correct application of cradling and scooping to maintain possession.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a defender protecting the goal and limiting goal scoring opportunities for the opposition/ a midfielder linking defence and attack.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. a defence applying a zone strategy to limit space near goal. - Adapting tactics, e.g. a midfielder slowing the tempo to protect a lead/ a defender switching to double-team an opponent's key attacker.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. offside rule, crease violation and penalty procedures. - Applying conventions and safety requirements, e.g. wearing protective clothing such as mouth guards/ displaying sportsmanship by handing the ball back after a foul.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponents, e.g. a midfielder adjusts their feeds to exploit gaps in the opposition defence to increase scoring opportunities.

Activity	Lawn Bowls
Learners are required to perform in a competitive context (indoor/outdoor, flat or crown, singles, pairs)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. visualising the line and length of the bowl prior to taking a shot/ practising delivery stance, balance and bowling action in the warm-up.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. effective selection of draw shot, drive, block and trail to outwit opponents. - Apply effective techniques for the specified event, e.g. controlling bowl release for consistency.
Effectiveness of the role/position responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. delivering bowls with accuracy and control to gain tactical advantage near the jack.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. effective defensive bowl placement to block opponents' path/ targeting the jack with a draw shot.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct delivery from the mat/ understanding scoring systems. - Applying conventions and safety requirements, e.g. appropriate dress code /play within boundaries.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment, observe the strengths and weaknesses of the other competitors, e.g. adjusting the weight and speed of delivery in response to the oppositions shots to move the jack.

Activity	Lifesaving
Learners are required to perform in a competitive/ challenging context, in a variety of different and demanding scenarios	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. cardiovascular warm-up (swimming drills, sprints), strength and flexibility preparation for carrying manikins, paddling boards or skis in surf lifesaving.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. flags, surf race, board and ski rescue and rescue tube in beach events or obstacle swim, manikin carry, rescue tube and line throw in pool events/ the use a variety of strokes, tows, throws for differing scenarios. - Apply effective techniques for the specified event, e.g. correct surf swimming technique such as dolphin dives and wading/ strong paddling, turning and towing in a rescue.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. complete events or rescues efficiently and cleanly in the fastest time possible.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. choosing the fastest line in surf race or positioning in beach flags/ deciding who is the most vulnerable and requires first response in a rescue. - Adapting tactics, e.g. switching grip in a manikin carry if slipping, changing techniques to best save or support a casualty. - Decision making, e.g. maintaining calm and control whilst making strategic decisions in a variety of scenarios.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct manikin carry (face up, nose and mouth above water)/ rounding of buoys. - Applying conventions and safety requirements, e.g. prioritising rescuer safety first/ ensuring all equipment is safe to use (boards, skis, manikins).
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment, observe the strengths and weaknesses of the other competitors e.g. adjusting swimming technique and line choice after observing someone in need of rescuing near a buoy.

Activity	Martial Arts
Learners are required to perform in a competitive context in one specified discipline (Judo, Karate, Kickboxing and Taekwondo) and in a competitive bout (e.g. K1 5 x 3 minute rounds, weights and grades appropriate competitions)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. practising positive self-talk prior to a fight/ the use of speed, agility, pad work and sparing in the warm-up/ rehearsing specific kata sequences.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified discipline, e.g. accurate punches, kicks, blocks, or strike techniques. - Apply effective techniques for the specified event, e.g. efficient technique of form, power, speed, rhythm and eye contact.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. applying combinations of attacks and blocks, whilst maintaining a tactical advantage to outscore an opponent.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. setting up combinations to create openings/ conserving energy across rounds. - Adapting tactics, e.g. readjusting stance mid-fight to change tactics.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. kumite scoring, prohibited techniques and penalties. - Applying conventions and safety requirements, e.g. bowing and showing respect before and after a fight/ wearing appropriate protective equipment.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. chance stance or distance to exploit gaps in the opponent's guard.

Activity	Mountain Walking
Learners are required to perform in a competitive context, terrain and environment (e.g. distance, difficulty)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. appropriate navigation skills, equipment checks and weather assessment prior to setting off/ utilise positive self-talk to overcome fatigue or challenging conditions.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. interpreting contour lines, symbols, and map scales quickly and accurately to select the most appropriate route. - Apply effective techniques for the specified event, e.g. short, controlled steps to conserve energy on an uphill climb/ leaning slightly back to control pace when downhill walking.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. choosing appropriate routes, navigating safely and pacing efficiently in timed or endurance-based events.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. walking at an appropriate pace to complete the distance without fatiguing in the later stages/ plan the route in manageable stages to maintain motivation. - Adapting tactics, e.g. choosing the safest and most efficient path based on terrain and weather conditions.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. stay on marked paths and 'leave no trace'/ follow local access laws. - Applying conventions and safety requirements, e.g. maintaining momentum and motivation during unexpected setbacks/ wear appropriate gear and carry essential first aid and rescue equipment.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment, observe the strengths and weaknesses of other competitors e.g. adapting the pace and route after observing risks and changing weather conditions.

Activity	Netball
Learners are required to perform in a full competitive context (7 v 7 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a goal attack (GA) practicing visualisation prior to the game/ a goal defence (GD) focusing on fast movements, interceptions and rebound positions in the warm-up.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a wing attack (WA) giving a bounce pass into the goal shooter (GS) to outwit a tall defender. - Offensive and defensive skills and techniques, e.g. correct application of the footwork rule to maintain possession/ effective defensive positioning to intercept a pass.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a centre (C) serving as an effective link between defence and attack, or a goalkeeper (GK) dominating the circle to turn the ball over.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies/ set plays, e.g. centre and backline passes. - Adapting tactics, e.g. the defending C drops back to double mark the WA at the centre pass.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules of the game, e.g. 3-foot distance, no contact, offside. - Applying conventions, e.g. displaying sportsmanship by retrieving the ball off the sideline for the opposition.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. playing against a left-handed player and adapting positioning or forcing them to pass on weaker side.

Activity	Orienteering
Learners are required to perform in a competitive context in one specified event (e.g. 5km, 10km) with technical difficulty (e.g. green, blue, brown, black)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. appropriate navigation skills, equipment checks and weather assessment prior to setting off/ utilise positive self-talk to overcome fatigue or challenging conditions.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. taking accurate bearings to follow accurate directions to checkpoints. - Apply effective techniques for the specified event, e.g. estimating distances travelled to locate checkpoints precisely.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust e.g. navigating quickly, accurately and efficiently between control points in timed or endurance-based events.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. balancing speed with accuracy to complete the course efficiently/ choosing the safest and most efficient path based on terrain. - Adapting tactics, e.g. altering plans when encountering unexpected obstacles/ adjusting movement style (walking, running, scrambling) depending on the terrain.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. stay on marked paths/ follow local access laws. - Applying conventions and safety requirements e.g. 'leave no trace'/ keeping calm during unexpected setbacks/ wearing appropriate gear and carrying essential first aid equipment.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment, observe the strengths and weaknesses of other competitors e.g. adapting the pace and route after observing risks and changing weather conditions.

Activity	Rounders
Learners are required to perform in a competitive context as a fielder or back stop <u>and</u> as a batter or bowler (9 v 9 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. bowler to backstop practise in the warm-up to increase accuracy and enable greater bowling speed in the match.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate batting and fielding skills e.g. a backstop executes a fast and accurate over arm throw to 1st base to get the batter out. - Apply effective techniques, e.g. a batter varies between low ground shots and high lofted shots to outwit fielders.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. a batter selects appropriate shots and hits the ball strategically to score more rounders for the team.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. a bowler varies speeds to unnerve the batter and force errors/ tight fielding on the bases to prevent easy runs. - Decision making, e.g. whether to stop or continue running between bases.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct scoring systems; one rounder, half a rounder, penalty half rounder, no balls and outs. - Applying conventions and safety requirements, e.g. keep calm after a poor umpiring decision.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. a fielder repositions themselves based on the batter's performance to take a high catch.

Activity	Rowing/Sculling
Learners are required to perform in a competitive context outdoors in one specified discipline (e.g. 4-person boat rowing, single or pair sculling) and an event (e.g. 2000m)	
Task	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. dynamic mobility and strength exercises in the warm-up/ checking, carrying and launching the boat safely.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. mastering the catch, drive, finish and recovery phases when rowing/ handling two oars smoothly without losing balance or speed when sculling. - Apply effective techniques for the specified event, e.g. accurate steering to navigate and keep the boat on course/ feathering during recovery to reduce wind resistance/ synchronicity of strokes with team members.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. maintain consistent technique, power and rhythm with optimal stroke efficiency and pace.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. pace throughout the race to avoid fatigue/ quick high-power strokes to accelerate during a race surge. - Adapting tactics, e.g. adjust stroke rate depending on distance and conditions.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. false starts, lane changes without impeding other boats. - Applying conventions and safety requirements, e.g. keep composed after falling behind in the race.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. confidence in allowing competitors to start fast and not going with them as knowing they will tire in the final stages.

Activity	Rugby
Learners are required to perform in a full competitive context (15 v 15 match)	
Task	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. a prop focusing on pad work and tackle technique in the warm-up/ a kicker practicing visualisation prior to the game.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a hooker being able to throw at various distances and heights to outwit jumping defenders in a line out. - Offensive and defensive skills and techniques, e.g. a scrum half box kicking effectively to gain territory/ a flanker using effective jackal technique to win the ball at the break down.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. the scrum half acts as the link between forwards and backs, controlling the ball from breakdowns and set pieces to maintain momentum and create goal scoring opportunities.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. line outs, scrums. - Adapting tactics, e.g. a centre utilising a blitz or drift defence to isolate attackers. - Decision making, e.g. effective 2v1 application to beat a defender/ effective selection of play for a penalty (scrum, quick penalty, kick for goal, kick for territory).
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the game e.g. high tackles, dangerous play, knock-ons. - Applying conventions e.g. displaying sportsmanship by retrieving the ball off the sideline for the opposition. - Safety requirements, e.g. gums shields, head injury protocol, tackle heights.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent e.g. playing against a left-foot dominated winger who struggle to tackle on the right side and directing attacks down that channel to force them to have to tackle with their weaker side.

Activity	Sailing
Learners are required to perform as a helmsman in one Royal Yachting Association recognised sailing boat class (recognised-classes)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. formulate a race plan based on expectations of the wind and tide behaviour/ dynamic mobility and strength exercises in the warm-up.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. sail trim, tacking, gybes, helming and knots. - Apply effective techniques for the specified event, e.g. utilise 'swooping' technique in upwind situations to build momentum before tacking.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. controlling the boat and making strategic decisions whilst maintaining optimal speed on the course.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. choosing the best route based on wind shifts, tides, and competitors. - Adapting tactics, e.g. deciding when to tack, gybe, or cover opponents in racing situations to gain an advantage.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. observe right of way rules. - Applying conventions and safety requirements, e.g. staying calm during capsize, gear failures, or rough weather/ carry lifesaving equipment and wear personal flotation devices.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjusting positioning in the boat to take an optimal line when overtaking an opponent after observing them losing speed in tight tacks.

Activity	Shooting
Learners are required to perform in a competitive context in one specified Olympic discipline (rifle, shooting, pistol) and event	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. checking and setting up equipment (air rifle/pistol, clothing, sights)/ establishing balance and a stable stance/ practising breathing and concentration routines before shooting.
Demonstrate a variety of skills and techniques	Demonstrate appropriate skills and techniques in a specified event, e.g. correct aiming and sight alignment with the target/ smooth trigger control and follow-through after each shot/ using psychological skills (focus, self-control) to maintain accuracy and achieve success.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. consistently hit targets with precision and accuracy whilst maintaining composure.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. pacing shots to avoid fatigue and maintain rhythm/ sustaining concentration and self-discipline across a full competition that can last up to 75 minutes.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. obeying range officer commands at all times/ applying competition rules (timings, scoring, equipment checks). - Applying conventions and safety requirements, e.g. - refocusing after a poor shot to maintain discipline/ understanding that the sport is highly regulated under UK law and governing body standards.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the environment and competition conditions, e.g. adjusting sight alignment and aim to account for changing light and wind conditions.

Activity	Skateboarding
Learners are required to perform in a competitive context (e.g. park or Street) with 45 second runs with five trick sections and two best single tricks	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. visualising runs and tricks/ checking skateboard set up (trucks, wheels, deck, bearings).
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. performing an Ollie to get onto rails and ledges for tricks such as grinds and slides in a street event. - Apply effective techniques for the specified event, e.g. pumping and carving to generate speed and height on a park course.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. executing tricks and manoeuvres cleanly whilst maintaining flow and control on the course to maximise competition scores.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. pacing tricks throughout the time limit with riskier ones towards the end. - Adapting tactics, e.g. recovering mid-run to still finish strong/ adjusting trick choice in street if ramp surface or conditions affect performance.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. complying with time limits/ correct scoring systems (difficulty, execution, originality, and flow). - Applying conventions and safety requirements, e.g. wearing mandatory protective clothing such as helmet and pads.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjust the difficulty, and execution of tricks to maximize scoring potential greater than a competitor.

Activity	Skiing
Learners are required to perform in a competitive context in one specified event (e.g. slalom, giant slalom)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. equipment preparation (waxing skis, checking bindings)/ visualising the course prior to a race.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. quick parallel turns, carving at speed, edge control, maintaining speed and rhythm between the gates. - Apply effective techniques for the specified event, e.g. weight transfer in fast turns, pole planting for timing.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. complete a slalom as fast as possible, maintaining optimal racing lines with control.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. choosing the best racing line through the gates/ maintaining speed and control through the turns. - Adapting tactics, e.g. skiing slower in the first run to prevent skiing out, then going maximum speed out in the second run to climb the placings/ changing speed during the race in response to the course layout.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. penalties or disqualifications for missed gates. - Applying conventions and safety requirements, e.g. wearing a helmet and appropriate protective clothing/ respecting the officials' decisions.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjusting to a more aggressive racing line through the gates after observing other competitors, maintaining momentum and securing a faster time.

Activity	Snowboarding
Learners are required to perform in a competitive context in one specified event (e.g. parallel giant slalom, giant Slalom)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. equipment preparation (binding adjustments, sharpening edges)/ visualising the course prior to a race.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. carved turns at speed, edge transitions, maintaining rhythm between gates, upper body rotation. - Apply effective techniques for the specified event, e.g. weight shifting to control board direction, low stable stance to maintain control and speed.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. complete a slalom as fast as possible, maintaining optimal racing lines with control.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. choosing the best racing line through the gates/ maintaining speed and control through the turns. - Adapting tactics, e.g. changing speed during the race in response to the course layout.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. penalties or disqualifications for missed gates. - Applying conventions and safety requirements, e.g. wearing a helmet and appropriate protective clothing/ respecting officials' decisions.
	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors e.g. adjusting to a more aggressive racing line through the gates after observing other competitors, and maintaining momentum to secure a faster time.

Activity	Squash
Learners are required to perform in a competitive match	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. perform a dynamic speed, agility and reaction based warm-up prior to a match/ utilise positive self-talk to improve focus and composure during pressured points.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. using a drop shot to force the opponent to the front court or a lob to push them deep. - Apply effective techniques for the specified event, e.g. consistent and powerful use of straight drives to maintain control.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust. e.g. control rallies, minimise errors, and exploit opponents' weaknesses to maintain momentum and win points.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. keeping tight shots along the side walls to restrict opponent's options. - Adapting tactics, e.g. varying pace and shot selection depending on opponent's weaknesses.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. correct scoring system (PAR to 11, win by 2)/ understanding let and stroke decisions/ service rules. - Applying conventions and safety requirements, e.g. calling lets fairly to avoid obstruction/ maintaining safe swing distances.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. adjusting shot placement after exposing an opponent's weak backhand and directing shots to gain a competitive advantage,

Activity	Surfing
Learners are required to perform in a competitive context in one specified event (e.g. shortboard surfing)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. board preparation (waxing, fins check)/ dynamic warm up drills.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. efficient paddling and pop ups to perform manoeuvres such as cutbacks, snaps and floaters. - Apply effective techniques for the specified event, e.g. popping up quickly to generate speed off the wave.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. select and ride waves effectively, performing manoeuvres that maximise style, control and difficulty to achieve their overall score.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. targeting the best waves and prioritising scoring manoeuvres.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. priority rules for wave selection and right of way/ penalties for interference. - Applying conventions and safety requirements, e.g. awareness of rip currents/ remaining calm after interference from an opponent.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition and environmental factors, observe the strengths and weaknesses of other competitors e.g. adjust paddling, positioning and manoeuvre timing after assessing wave height, current and wind conditions.

Activity	Swimming
Learners are required to perform in a competitive context in one specified event (e.g. 50m freestyle)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. effective completion of dynamic warm-up sets to build to race pace in the 50m freestyle/ use of music to manage arousal levels prior to a race.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. free style, back stroke, breaststroke, butterfly. - Apply effective techniques for the specified event, e.g. efficient swimming techniques - starts, arms, legs, breathing, body position, tumble turns.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. executing and maintaining efficient technique in a specified event/stroke.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. effective pacing in the 800m freestyle to maintain speed at the end of the race. - Adapting tactics and decision making, e.g. kicking at the right time in the 400m back stroke to take the lead in the final stages of the race.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. completing the Individual Medley (IM) in the correct order/ false starts. - Applying conventions and safety requirements, e.g. swim cap, goggles, block start, lanes.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors e.g. adjusting stroke rate when a competitor in an adjacent lane increases their speed.

Activity	Table Tennis
Learners are required to perform in a competitive match (singles or doubles)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. perform a dynamic warm-up involving footwork drills and reaction exercises/ utilise positive self-talk and visualisation to stay composed during high-pressure rallies.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a match, e.g. using a short push or drop shot to keep the ball low and force an error from the opponent. - Apply effective techniques in the match, e.g. consistent and powerful use of topspin forehand to control the rally and push an opponent back.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. consistent groundstrokes to control rallies and force errors to win crucial points.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. vary serve placement and spin to keep opponent guessing/ return serves deep to push opponent onto the defensive. - Adapting tactics, e.g. targeting opponent's weaker side/ adjusting shot pace and spin depending on the opponent's style.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. service rules such as ball toss and contact above the table/ correct scoring system (up to 11 points, win by 2). - Applying conventions and safety requirements, e.g. calling nets and edge balls fairly/ respecting umpire decisions.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. playing against a left-handed player and adapting positioning or forcing them to pass on weaker side.

Activity	Tennis
Learners are required to perform in a competitive match (singles or doubles)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. perform a dynamic speed and agility based warm-up prior to a match/ utilise positive self-talk to improve focus and composure during pressured points.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a match, e.g. utilising a drop shot in a competitive rally to outwit an opponent to win the point. - Apply effective techniques in the match, e.g. consistent and powerful use of topspin forehand to control the rally and push an opponent back.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. consistent groundstrokes to control rallies and force errors to win crucial points.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. vary serve placement to keep opponent guessing/ direct returns deep to put opponent on the defensive. - Adapting tactics, e.g. directing shots to opponents' weaker side to force errors.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules, e.g. correct scoring system (love, 15, 30, 40, deuce, advantage, game). - Applying conventions and safety requirements, e.g. score fairly, even if it favours the opponent.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. playing against a left-handed player and adapting positioning or forcing them to pass on weaker side.

Activity	Triathlon
Learners are required to perform in a competitive context (e.g. swim 400m, bike 10km and run 2.5km)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. pre-competition equipment checks and course familiarisation/ utilising positive self-talk prior to a race.
Demonstrate a variety of skills and techniques	Demonstrate appropriate skills and techniques in a specified event, e.g. efficient swimming, running and cycling techniques/ smooth and efficient transitions.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. consistent and efficient technique across the swim, bike, run, whilst minimising time lost in the transitions.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies/ tactics, e.g. pacing in the swim and bike to conserve energy and avoid early fatigue.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event e.g. no outside assistance during transitions/ abide by the mount and dismount lines on the bike. - Applying conventions and safety requirements, e.g. keeping calm after being nudged by an opponent/ wearing appropriate safety equipment such as a helmet on the bike.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. reducing stride length at the start of the run to adjust from the bike then build pace.

Activity	Volleyball
Learners are required to perform in a full competitive match (6 v 6)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. hitters practising approach and jump timing in the warm-up/ a setter practising visualisation before a game.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. a player executing a controlled forearm pass (bump) to the setter from a powerful serve. - Offensive and defensive skills and techniques, e.g. performing a spike to finish a rally/ applying an effective block against an opposing hitter/ correct application of footwork to position for a dig.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. the spiker converting sets into points to directly influence the team's overall success.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. team using a rotation defence system. - Adapting tactics, e.g. a server targeting the weaker passer/ a blocker adjusting to double-team the opponent's strongest hitter.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the game, e.g. understanding rotation rules, net violations, double hits, and rally point scoring. - Applying conventions and safety requirements, e.g. respecting refereeing decisions/ ensuring safe landings when jumping.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent e.g. playing against an opposition that struggle to cover and return deep serves so directing them there to exploit this weakness.

Activity	Wakeboarding
Learners are required to perform in a competitive context in one specified event (barefoot, boat or cable)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques e.g. perform a dynamic warm-up with plyometric drills to prepare for explosive take offs/ visualising trick runs.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. wake jumps, grabs, spins (180s, 360s, 540s) and inverts (bankroll tantrum, front flip) as aerial tricks. - Apply effective techniques for the specified event, e.g. carving/ edging to generate speed and line tension.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. executing tricks and manoeuvres cleanly whilst maintaining control on the wake to maximise competition scores.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. pacing tricks throughout the time limit with riskier ones towards the end/ building a balanced run (spins, inverts, grabs). - Adapting tactics, e.g. changing trick choice if wind or water conditions are choppy/ recovering flow after a missed trick.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. abiding by time limits. - Applying conventions and safety requirements, e.g. raising a hand after a fall to signal 'ok'/ wearing approved impact vest.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjust the difficulty, and execution of tricks to maximize scoring potential greater than a competitor.

Activity	Water Polo
Learners are required to perform in a full competitive context (7 v 7 match)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. suitable dry and water based warm-up incorporating eggbeater kick strength and ball handling skills.
Demonstrate a variety of skills and techniques	- Sending and receiving skills, e.g. the use of a bounce/ skip shot to make it harder for the goalkeeper to save a shot on target/ varying dry and wet passing to outwit opponents. - Offensive and defensive skills and techniques, e.g. performing screening and picks to block defenders and free teammates to shoot or pass/ applying an effective press defence to reduce opponents shooting opportunities.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. the centre forward draws defenders away to create openings and maintains strong positioning to ensure goal scoring opportunities.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	- Applying strategies, e.g. focusing on perimeter passing to stretch the defence and open shooting lanes/ executing structured man up attacks, counterattacks and corner plays. - Adapting tactics, e.g. counterattacking with a fast break after a turnover to score before the defence sets up/ dropping or sloughing to guard the 2m player.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. timed possession, ball handling and fouls. - Applying conventions and safety requirements, e.g. staying composed when fouled with physical contact.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of the opposition and adapt play to overcome opponent, e.g. playing against a left-handed player and adapting positioning or forcing them to pass on weaker side.

Activity	Water Skiing
Learners are required to perform in a competitive context (boat or cable) e.g. classic water skiing – slalom, tricks and jumps	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. perform a dynamic warm-up with explosive movements for deep water starts and jumps/ using positive self-talk to stay composed during passes.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. surface tricks (side slides, 180s, 360s), wake tricks (flips, 540's) and rope tricks executed cleanly in 'Trick' - Apply effective techniques for the specified event, e.g. carving tight controlled turns around the buoys in 'Slalom'.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. completing passes cleanly, maintaining speed and balance to maximise competition scores.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. pacing tricks throughout the time limit with riskier ones towards the end.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. best of three distances scored in 'Jump'/ two 20 second passes in 'Trick'. - Applying conventions and safety requirements, e.g. following boat and judge signals safely/ wearing required life vest.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. changing the approach angle if wind or current affects line tension in 'Jump'.

Activity	Weightlifting
Learners are required to perform in a competitive context in Olympic weightlifting (snatch, clean and Jerk) in the correct weight class	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position/ role	Physical, mental and technical techniques, e.g. using mental rehearsal to focus and increase confidence prior to a lift/ performing a dynamic, power based warm-up prior to a competition.
Demonstrate a variety of skills and techniques	- Demonstrate appropriate skills in a specified event, e.g. perform a snatch and clean and jerk lift. - Apply effective techniques for the specified event, e.g. executing rapid transitions between pulling, catching, and standing phase.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. maximising weight lifted in the snatch and clean and jerk in pressurised competitive situations.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine performance	Applying strategies, e.g. choosing opening lifts that are safe and within capability, then progressing to heavier attempts for a competitive total.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	- Knowledge of the rules/ regulations of the event, e.g. lift within time limits/ no lifts. - Applying conventions and safety requirements, e.g. recovering quickly from a failed attempt to succeed in the next one.
Analyse, adapt and review the performance of themselves and/or others	Adapt performance based on the opposition, observe the strengths and weaknesses of other competitors, e.g. adjusting declared weights based on rivals' performances.

2.1b Coaching

Activity	Coaching
Learners are required to develop a specific aspect of performance in others in a full coaching session context (minimum 40-minutes)	
Requirements	Examples
Demonstrate effective preparation techniques for the competitive situation/ position, role	- Plan an appropriate and progressive coaching session to develop a specific aspect of performance, e.g. width in attack in football, lay-up technique in basketball. - Consider variables impacting on the session, e.g. available facilities, equipment, participant numbers, ability levels.
Demonstrate a variety of skills and techniques	Demonstrate appropriate coaching skills and techniques, e.g. the use of effective feedback, communication and organisation skills.
Effectiveness of the role/position, responsibility, making a major contribution to the performance	Contribute effectively to the overall performance, results, accountability, commitment, conflict, trust, e.g. maximising standards whilst serving as an effective role model - imparting knowledge, observing and analysing performance, correcting common errors, adapting activities and offering effective feedback.
Demonstrate effective use of appropriate strategies/ tactics/ decision making to adapt and refine the performance	- Apply effective strategies, e.g. the use of pace, transitions and choreographic principles in dance. - Adapt tactics, e.g. responding to the participants/ session in real time and adjusting the conditions in a hockey game from 6v6 to 6v4 to encourage attacking focus. - Purpose of the session and how this is achieved.
Demonstrate effective understanding and application of the rules, conventions and safety requirements of the activity	Applying knowledge of the rules and conventions to ensure a safe session for the participants, e.g. the use of spotters in trampolining, appropriate buoyancy aids in swimming and legal tackle heights in rugby.
Analyse, adapt and review the performance of themselves and others	Adapt coaching style, feedback based on the group, observe the success and failure of the group/ task e.g. activity not working or lack of understanding of the participants therefore coach to amend activity/ coaching style to re-engage the group with the activity.

2.2 Personal Training

Activity	Personal Training	
Learners are required to plan, implement and evaluate a personal training activity (of self) over a period of 8-10 weeks for a sport or physical activity from the approved list		
Requirements	Examples	Evidence
Task 1 - Complete an initial self-assessment of your performance and identify the purpose of the personal training activity based on the strengths and areas for improvement identified.	Identify purpose and areas for improvement: - Strengths, e.g. speed, agility, power and passing accuracy. - Areas for improvement, e.g. cardiovascular endurance, muscular endurance and passing distance. - Purpose: linked to specific, measurable, agreed, realistic, time phased (SMART) goals, e.g. to improve cardiovascular and muscular endurance to last the full 80 minutes without fatigue and increase passing distance to facilitate greater tactical options.	Unprescribed format- could be audio, visual or audio-visual (3-5 minutes) or written (150-300 words).
Task 2a - Plan and monitor progress, including: - identification of appropriate strategies - appropriate monitoring of training and progress.	Comprehensive identification and planning of appropriate strategies for improvement: - Appropriate strategies, e.g. continuous and fartlek training for cardiovascular endurance, circuit and weight training for muscular endurance, progressive skills-based training for passing distance. - monitoring training and progress, e.g. mid-term testing (fitness and skill based), personal training videos/ blogs/ diaries, monitor heart rate zones with trackers, regular focused reflection sessions.	Practical application- evidenced by carrying out the personal training activity. You can follow a training programme that you have devised, but this will not be submitted for assessment. Audio-visual recordings at three points during Task 2a and 2b.
Task 2b - Implement the strategies for improvement, including: - principles of training - components of fitness - methods of training - training zones.	- Application of the principles of training including specificity, progression, overload and variance (SPOV), e.g. using progressive skills training over the 8-10 weeks to build distance of pass, the use of low weight, high reps when weight training for muscular endurance (specificity). - Demonstration of the components of fitness being improved and the methods of training that improve them, e.g. link between cardiovascular endurance and continuous/fartlek training - Demonstration of the training zone and energy system being used, e.g. training in the aerobic training zone to improve cardiovascular endurance; 60-80% maximum heart rate (MHR). - Adaptation of the strategies (where appropriate) to make them effective, e.g. increase the number of continuous/ fartlek sessions per week from 2 to 3 to 4 (every three weeks).	

Task 3 - Evaluate the impact of the strategies for improvement on performance.	Excellent response with thorough evaluation of: - the effectiveness of all the strategies on areas for improvement and purpose of the training activity, e.g. circuit and weight training improved leg endurance resulting in fewer muscle cramps late in games/ continuous and fartlek training improved cardiovascular endurance resulting in less fatigue in the later stages of the match. - the impact on overall performance, e.g. increased cardiovascular and muscular endurance led to a higher work rate throughout matches/ increased passing distance led to greater connecting play.	Unprescribed format- could be audio, visual or audio-visual (3-5 minutes) or written (150-300 words).
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