

Football

Mark	Performance criteria	Mark	Technique Criteria	
1	<p>Skills and techniques performed ineffectively with inaccurate timing.</p> <p>Minimal influence on the performance and motivation of self and others.</p> <p>Limited communication during the full sided game.</p> <p>No awareness and use of environmental conditions.</p> <p>No clear evidence of tactical changes. No valid attempts to adopt to changes in a competitive situation</p>	1-2	<p>Demonstrates an ineffective level of technical accuracy, with little or no precision, control and fluency, when:</p> <ul style="list-style-type: none"> • Passing (push pass, instep) • Running with the ball (dribbling, feints, step overs) • Tackling (block, slide) • Heading (attack / defence) • Turning with the ball (cruyf/ drag) • Striking the ball (free kicks, shooting – dominant foot) 	
2				<p><u>Goal keeping</u></p> <ul style="list-style-type: none"> • Shot stopping – free kicks, angles • Dealing with crosses • Dealing with back passes (keeping possession/ Clearance) • Kicking (punt, goal kick) • 1 v 1 attacker v keeper • Handling (catching, parry) • Distribution (throws, short passes)
3				
4				
5				
6	<p>Skills and techniques performed basically with inaccurate timing.</p> <p>Basic influence on the performance and motivation of self and others.</p> <p>Rare communication during the full sided game.</p> <p>Any tactical changes are ineffective & inconsistent.</p> <p>Little success of adapting to changes in a competitive situation.</p>	3-4	<p>Demonstrates a basic level of technical accuracy, with little precision, control and fluency, when:</p> <ul style="list-style-type: none"> • Passing (push pass, instep) • Running with the ball (dribbling, feints, step overs) • Tackling (block, slide) • Heading (attack / defence) • Turning with the ball (cruyf/ drag) • Striking the ball (free kicks, shooting – dominant foot) 	
7				<p><u>Goal keeping</u></p> <ul style="list-style-type: none"> • Shot stopping – free kicks, angles • Dealing with crosses • Dealing with back passes (keeping possession/ Clearance) • Kicking (punt, goal kick) • 1 v 1 attacker v keeper • Handling (catching, parry) • Distribution (throws, short passes)
8				
9				
10				
11	<p>Skills and techniques performed competently with some accuracy and timing.</p> <p>Some influence on the performance and motivation of self and others.</p> <p>Some communication during the full sided games with some impact.</p> <p>Any tactical changes are sometime effective but inconsistent.</p> <p>Attempts to adapt to changes in a competitive game situation with some success.</p>	5-6	<p>Demonstrates a competent level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> • Passing (push pass, instep) • Running with the ball (dribbling, feints, step overs) • Tackling (block, slide) • Heading (attack / defence) • Turning with the ball (cruyf/ drag) • Striking the ball (free kicks, shooting – dominant foot) 	
12				<p><u>Goal keeping</u></p> <ul style="list-style-type: none"> • Shot stopping – free kicks, angles • Dealing with crosses • Dealing with back passes (keeping possession/ Clearance) • Kicking (punt, goal kick) • 1 v 1 attacker v keeper • Handling (catching, parry) • Distribution (throws, short passes)
13				
14				
15				
16	<p>Good skills and techniques performed competently with some accuracy and timing.</p> <p>Often able to influence on the performance and motivation of self and others.</p> <p>Effective communication during the full sided games with some impact.</p> <p>Any tactical changes are effective but consistent.</p> <p>Adapts effectively to changes in a competitive game situation with success.</p>	7-8	<p>Demonstrates a good level of technical accuracy, with some precision, control and fluency, when:</p> <ul style="list-style-type: none"> • Passing (push pass, instep) • Running with the ball (dribbling, feints, step overs) • Tackling (block, slide) • Heading (attack / defence) • Turning with the ball (cruyf/ drag) • Striking the ball (free kicks, shooting – dominant foot) 	
17				<p><u>Goal keeping</u></p> <ul style="list-style-type: none"> • Shot stopping – free kicks, angles • Dealing with crosses • Dealing with back passes (keeping possession/ Clearance) • Kicking (punt, goal kick) • 1 v 1 attacker v keeper • Handling (catching, parry) • Distribution (throws, short passes)
18				
19				
20				
21	<p>Very Good skills and techniques performed competently with some accuracy and timing.</p> <p>Consistently able to influence on the performance and motivation of self and others.</p> <p>Consistent communication during the full sided games with some impact.</p> <p>Applies tactical changes are effective but consistent.</p> <p>Adapts effectively and consistently to changes in a competitive game situation with success.</p>	9-10	<p>Demonstrates a very good level of technical accuracy, with very good precision, control and fluency, when:</p> <ul style="list-style-type: none"> • Passing (push pass, instep) • Running with the ball (dribbling, feints, step overs) • Tackling (block, slide) • Heading (attack / defence) • Turning with the ball (cruyf/ drag) • Striking the ball (free kicks, shooting – dominant foot) 	
22				<p><u>Goal keeping</u></p> <ul style="list-style-type: none"> • Shot stopping – free kicks, angles • Dealing with crosses • Dealing with back passes (keeping possession/ Clearance) • Kicking (punt, goal kick) • 1 v 1 attacker v keeper • Handling (catching, parry) • Distribution (throws, short passes)
23				
24				
25				

Handball

Mark	Performance criteria	Mark	Technique Criteria
1	Skills and techniques performed ineffectively, inaccurate and inconsistent.	1 – 2	Demonstrates an ineffective level of technical accuracy, with little or no precision, control and fluency when: <ul style="list-style-type: none"> • passing (right/ left, two handed, short, long) • catching (one handed, two handed) • control (stability in performance of skills) • footwork (pivot, running pass, running shot, dribbling) • evasion (breakthrough, feints with and without a ball) • shooting where appropriate to position (wing shot, jump shot, dive shot) • defending (blocking, tackling, interceptions, stealing) • Goalkeeping skills if appropriate (shot stopping – hands, legs, trunk, long and short shots).
2	Minimal influence on the performance and motivation of self and others.		
3	Limited communication during the game.		
4	No awareness and use of environmental conditions.		
5	No clear evidence of tactical changes; when seen they are ineffective and inconsistent.		
6	Skills and techniques performed basically with inaccuracy .	3 – 4	Demonstrates a basic level of technical accuracy, with little precision, control and fluency when: <ul style="list-style-type: none"> • passing (right/ left, two handed, short, long) • catching (one handed, two handed) • control (stability in performance of skills) • footwork (pivot, running pass, running shot, dribbling) • evasion (breakthrough, feints with and without a ball) • shooting where appropriate to position (wing shot, jump shot, dive shot) • defending (blocking, tackling, interceptions, stealing) Goalkeeping skills if appropriate (shot stopping – hands, legs, trunk, long and short shots).
7	Basic influence on the performance with little impact when defending		
8	Rarely communicates during the game and with little impact .		
9	Struggles with tactical changes and are ineffective and inconsistent.		
10	Attempts to adapt to changes in a competitive situation but struggles to understand the purpose of most tactics		
11	Skills and techniques used competently with some accuracy .	5 – 6	Demonstrates a level of technical accuracy, with some precision, control and fluency when: <ul style="list-style-type: none"> • passing (right/ left, two handed, short, long) • catching (one handed, two handed) • control (stability in performance of skills) • footwork (pivot, running pass, running shot, dribbling) • evasion (breakthrough, feints with and without a ball) • shooting where appropriate to position (wing shot, jump shot, dive shot) • defending (blocking, tackling, interceptions, stealing) Goalkeeping skills if appropriate (shot stopping – hands, legs, trunk, long and short shots).
12	Some influence on the performance and motivation of self and others with some impact when defending		
13	Some communication during the game with some impact.		
14	Tactical changes are sometimes effective but inconsistent.		
15	Attempts to adapt to changes in competitive games and use some tactics		
16	Good skills and techniques, mostly accurate and consistent with consistently good positioning in defence	7 – 8	Demonstrates a good level of technical accuracy, with good precision, control and fluency when: <ul style="list-style-type: none"> • passing (right/ left, two handed, short, long) • catching (one handed, two handed) • control (stability in performance of skills) • footwork (pivot, running pass, running shot, dribbling) • evasion (breakthrough, feints with and without a ball) • shooting where appropriate to position (wing shot, jump shot, dive shot) • defending (blocking, tackling, interceptions, stealing) Goalkeeping skills if appropriate (shot stopping – hands, legs, trunk, long and short shots).
17	Often able to influence effectively the performance and motivation of self and others, clear impact when defending		
18	Effective communication with good impact during the game.		
19	Tactical changes are effective and consistent.		
20	Adapts effectively to some tactics but inconstantly to changes in a competitive situation.		
21	Very good skills and techniques with accuracy and consistency.	9 – 10	Demonstrates a very good level of technical accuracy, with very good precision, control and fluency when: <ul style="list-style-type: none"> • passing (right/ left, two handed, short, long) • catching (one handed, two handed) • control (stability in performance of skills) • footwork (pivot, running pass, running shot, dribbling) • evasion (breakthrough, feints with and without a ball) • shooting where appropriate to position (wing shot, jump shot, dive shot) • defending (blocking, tackling, interceptions, stealing) Goalkeeping skills if appropriate (shot stopping – hands, legs, trunk, long and short shots).
22	Consistently able to effectively influence the performance and motivate self and others and leads when defending		
23	Consistent communication during the game with impact.		
24	Responds effectively to environmental conditions.		
25	Applies tactical changes effectively and consistently in response to opponent.		
25	Adapts effectively to chance in a competitive situation.		

Netball

Mark	Technique criteria	Mark	Performance Criteria
1-2	<ul style="list-style-type: none"> • Passing (shoulder/chest) is inaccurate and inconsistent with no variation between pass selection • Control of the ball is limited when catching, frequently drops the ball when receiving • Footwork is inconsistent and not fluent • Lacks ability to defend man-to-man or use blocking • Can shoot from an appropriate position in the circle using 1 or 2 hands 	1	<ul style="list-style-type: none"> • Limited communication during the game • Minimal influence on the motivation of self and others • Skills used with inaccurate timing • No evidence of tactical changes in response to oppositions' actions • No attempt to adapt to changes in a competitive situation to dominate opponent
		2	
		3	
		4	
		5	
3-4	<ul style="list-style-type: none"> • Passing is used with basic accuracy, reaches teammate but placing is inaccurate • Basic control of the ball when catching, may drop the ball if the pass is difficult to catch • Correct footwork used but it is static and lacks fluency • Evidence of attempting to hold space or block an opponent • Shooting is inconsistent, limited successful shots 	6	<ul style="list-style-type: none"> • Basic communication with no impact on others • No variation of passing in a competitive situation • Misjudge the timing of passes with multiple errors • Basic man-to-man defending evident but with no impact • Tactical changes are ineffective in response to oppositions' actions
		7	
		8	
		9	
		10	
5-6	<ul style="list-style-type: none"> • Passing is varied (chest, shoulder, bounce) with accuracy • Catching is consistent, rarely dropping the ball • Correct footwork used and some evidence of running footwork • Evidence of holding space with correct timing 	11	<ul style="list-style-type: none"> • Position-specific skills are applied (e.g. Man to man defending when in the circle) but are not always successful • Varying passes are used with correct timing, but still with a few errors • Communication evident to others • Tactical changes are evident and show some success (e.g. change
		12	
		13	
		14	

	<ul style="list-style-type: none"> Defending shows man-to-man and zone styles Shooting is accurate and uses a fluid movement 	15	<ul style="list-style-type: none"> defending style to intercept a pass) Evidence of self-motivation and influencing others
7-8	<ul style="list-style-type: none"> Passing is controlled, accurate and fluid Catching is consistent even when receiving a difficult pass Correct footwork shown with control and fluidity, running footwork used where possible Evidence of consistently holding the correct space Defending shows consistent attempts at man-to-man or blocking Shooting is controlled and accurate, either one handed or two handed with evidence of successful shots 	16	<ul style="list-style-type: none"> Good use of position-specific skills (e.g. holding space as a shooter, driving to the circle edge as a centre court player) but with minor errors Accurate and consistent use of passing, with minor errors and misjudgements Able to influence the performance of others and give directions Tactical changes are consistent in response to the opposition's actions or score Adapt effectively to take advantage over opponent's (e.g. using high passes if the opposition's defence are shorter) Defensive changes (man-to-man/zonal) successfully puts pressure on the opposition to make a mistake
		17	
		18	
		19	
		20	
9-10	<ul style="list-style-type: none"> Passing is consistently accurate, using one or two hands over varying distances Catching is consistent under pressure using one or two hands Correct footwork is utilised at all times and the ball is released before the movement stops Evidence of consistently holding space and driving on to the ball at the correct time Shooting is consistent and accurate from varying distances using one or two 	21	<ul style="list-style-type: none"> Consistently using effective position-specific skills (e.g. hitting the edge of the circle and feeding accurately) Able to effectively motivate self and others to make correct decisions consistently. Effectively communicate during a game with few, if any, misjudgements. Apply successful tactical changes in response to the opposition to create a turnover or to convert a goal Defence shows a consistent ability to use either style depending on
		22	
		23	
		24	

hands, with a fluid movement and a high success rate.

- Defending is consistent and shows a successful change between man-to-man, zone defence and blocking

25

the oppositions' actions, giving away very little obstruction or contact

- Shooting is consistent in a game under pressure from an opposition, taking attacking rebounds where possible

Rugby League

Mark	Performance criteria	Mark	Technique Criteria
1	1. Skills and techniques performed ineffectively, inaccurate and inconsistent. 2. Minimal influence on the performance and motivation of self and others. 3. Limited communication during the game. 4. No awareness and use of environmental conditions. 5. No clear evidence of tactical changes; when seen they are ineffective and inconsistent.	1-2	Demonstrates an ineffective level of technical accuracy, with little or no precision, control and fluency when: <ul style="list-style-type: none"> • passing (running pass, dummy half pass) • offloading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion - side step or swerve) • scrum (as per position: binding, drive, hook)
2			
3			
4			
5			
6	6. Skills and techniques performed basically with inaccuracy . 7. Basic influence on the performance with little impact when defending 8. Rarely communicates during the game and with little impact . 9. Struggles with tactical changes and are ineffective and inconsistent. 10. Attempts to adapt to changes in a competitive situation but struggles to understand the purpose of most tactics	3-4	Demonstrates a basic level of technical accuracy, with little precision, control and fluency when: <ul style="list-style-type: none"> • passing (running pass, dummy half pass) • offloading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion - side step or swerve) • scrum (as per position: binding, drive, hook)
7			
8			
9			
10			
11	11. Skills and techniques used competently with some accuracy . 12. Some influence on the performance and motivation of self and others with some impact when defending 13. Some communication during the game with some impact. 14. Tactical changes are sometimes effective but inconsistent. 15. Attempts to adapt to changes in competitive games and use some tactics	5-6	Demonstrates a competent level of technical accuracy, with some precision, control and fluency when: <ul style="list-style-type: none"> • passing (running pass, dummy half pass) • offloading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion - side step or swerve) • scrum (as per position: binding, drive, hook)
12			
13			
14			
15			
16	16. Good skills and techniques, mostly accurate and consistent with consistently good positioning in defence 17. Often able to influence effectively the performance and motivation of self and others, clear impact when defending 18. Effective communication with good impact during the game. 19. Tactical changes are effective and consistent. 20. Adapts effectively to some tactics but inconstantly to changes in a competitive situation.	7-8	Demonstrates a good level of technical accuracy, with good precision, control and fluency when: <ul style="list-style-type: none"> • passing (running pass, dummy half pass) • offloading (before/after contact) • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion - side step or swerve) • scrum (as per position: binding, drive, hook)
17			
18			
19			
20			
21	21. Very good skills and techniques with accuracy and consistency.		Demonstrates a very good level of technical accuracy, with very good precision, control and fluency when: <ul style="list-style-type: none"> • passing (running pass, dummy half pass) • offloading (before/after contact)
22			

23	performance and motivate self and others and leads when defending		
24	23. Consistent communication during the game with impact.	9-1 0	
	24. Responds effectively to environmental conditions.		
25	25. Applies tactical changes effectively and consistently in response to opponent. 26. Adapts effectively to change in a competitive situation.		<ul style="list-style-type: none"> • tackling (front, side) • play the ball (ball presentation/away) • catching (high ball) • kicking (goal kicking, punt, grubber) • running with the ball (evasion - side step or swerve) • scrum (as per position: binding, drive, hook)

Table Tennis

Mark	Performance criteria	Mark	Technique Criteria
1	1. Little or no consideration of the demands of the situation, leading to inappropriate shot selection 2. Inappropriate and inconsistent control, fluency and accuracy of technique/skill, with no adaptations. 3. Fails to respond to playing conditions and their impact on the ball, appropriately 4. Limited success when applying a tactical change to selected shot. 5. Little or no application of appropriate tactical change to the selected shot in response to opponents' actions: repeatedly playing the same, ineffective, shot to return serve and never capitalising on weaknesses of opponent(s).	1 - 2	Demonstrates an ineffective level of technical accuracy , with little or no precision, control and fluency , when: <ul style="list-style-type: none"> • grip and ready position and movement at and around the table • push – forehand and backhand • topspin drives – forehand and backhand • serves – chop, top spin and side spin • return of serve • loop – forehand and backhand • sidespin loop – forehand • block.
2			
3			
4			
5			
6	6. Chooses appropriate shot in most situations to return the ball but relies mostly on unforced errors . 7. Basic control, fluency and accuracy of technique/skill, with some adaptations to play. 8. Limited movement around the table and many inappropriate decisions. 9. Variable success when applying a tactical change(s) to the selected shot(s). 10. Attempts are made to adapt to changes in a competitive situation with limited success: such as occasionally not playing the same shot to return serve and capitalising on some of the opponent(s)' weaknesses.	3 - 4	Demonstrates a basic level of technical accuracy , with little precision, control and fluency , when: <ul style="list-style-type: none"> • grip and ready position and movement at and around the table • push – forehand and backhand • topspin drives – forehand and backhand • serves – chop, top spin and side spin • return of serve • loop – forehand and backhand • sidespin loop – forehand • block.
7			
8			
9			
10			
11	11. Chooses appropriate shot in most situations to return the ball thereby winning points with effective shots as well as unforced errors of the opponent. 12. Appropriate and mostly consistent control, fluency and accuracy of technique/skill but with errors. 13. Effective responses to playing conditions and their impact on the ball, but with misjudgements. 14. Varies choice of serve and return of serve , but with errors. 15. Good movement around the table to change angles of some shots	5 - 6	Demonstrates a competent level of technical accuracy , with some precision, control and fluency , when: <ul style="list-style-type: none"> • grip and ready position and movement at and around the table • push – forehand and backhand • topspin drives – forehand and backhand • serves – chop, top spin and side spin • return of serve • loop – forehand and backhand • sidespin loop – forehand • block.
12			
13			
14			
15			
16	16. Appropriate shot selection to create openings to dominate rallies , winning points with less reliance on unforced errors of the opponent. 17. Appropriate and consistent control , fluency and accuracy of technique/skill, with adaptations and with few errors . 18. Effective responses to playing conditions and their impact on the ball, with minor misjudgements. 19. Applies different types of spin dependant on table position. 20. Noticeably changing the shot played to capitalise on own strengths and opponent(s)' weaknesses	7 - 8	Demonstrates a good level of technical accuracy , with good precision, control and fluency , when: <ul style="list-style-type: none"> • grip and ready position and movement at and around the table • push – forehand and backhand • topspin drives – forehand and backhand • serves – chop, top spin and side spin • return of serve • loop – forehand and backhand • sidespin loop – forehand • block.
17			
18			
19			
20			
21	21. Consistently chooses appropriate shot to return the ball and creates openings to dominate rallies , thereby winning points with proactive and effective shots 22. Appropriate and consistent control, fluency and accuracy of technique/skill, with adaptations as necessary. 23. Consistently and appropriately selects the correct spin and outstanding shot selection	9 - 10	Demonstrates a very good level of technical accuracy , with very good precision, control and fluency , when: <ul style="list-style-type: none"> • grip and ready position and movement at and around the table • push – forehand and backhand • topspin drives – forehand and backhand • serves – chop, top spin and side spin
22			
23			
24			

25

24. Applies appropriate tactical changes effectively and consistently to the selected shot in response to opponents' actions.
25. Considerable success when changing the shot played, **capitalising** on **own strengths** and **opponent(s)' weaknesses**,

- return of serve
- loop – forehand and backhand
- sidespin loop – forehand
- block.

Trampolining

Mark	Performance criteria	Mark	Technique Criteria
1	Demonstrates ineffective skills, techniques and decision making, with little or no precision, control and fluency, during conditioned/formal/competitive situation, to include the following.	1 - 2	<p>Performs any four skills from the categories: basic jumps and basic twists.</p> <p>May show some control in the shaped jumps and the tuck jump may have a tight shape.</p> <p>In the pike and straddle jumps the body folds immediately on take-off and there is insufficient leg lift.</p> <p>The ½ and full twist may lack body tension, legs may open and arm action is poorly coordinated.</p> <p>The skills will lack tension and there will be poor technique even in the simple bounces.</p>
2	Students may show a 6 bounce routine but this may lack style and control and show travel or gain or both. The skills will lack tension and there will be ineffective technique even in the simple bounces.		
3	For example:		
4	1. Seat drop		
5	2. To feet 3. Tuck jump 4. Pike jump 5. Straddle jump 6. Half twist		
6	Demonstrates basic skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.	3 - 4	<p>Performs any four skills from the categories: basic twists and advanced twists.</p> <p>The simple shaped moves are performed with some style; the straight bounces show some sign of the arrow shape.</p> <p>The seat drop is controlled and shows tension but in the front drop travel may be apparent, and elbows/arms may take too much of the weight.</p> <p>There may be some over or under rotation.</p> <p>In the back drop, travel may be apparent, with landing either too high or too low.</p> <p>The landing may lack tension and style.</p> <p>There may be poor coordination of the leg and arm beat and no displacement of the hips.</p>
7	Students may show a 6 or 8 bounce routine but this may lack style and control and show travel or gain or both.		
8	The skills will lack tension and there may be basic technique even in the simple bounces.		
9	For example:		
10	1. Seat drop 2. To feet 2. To front drop 3. Tuck jump 3. To feet 4. Pike jump 4. Half twist 5. Straddle jump 5. Tuck jump 6. Half twist 6. Pike jump 7. Front drop 8. To feet		
11	Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.	5 - 6	<p>Demonstrates a competent level of technical accuracy, with some precision, control and fluency, when:</p> <p>Performs any four skills from the categories: advanced twists and shaped drops.</p> <p>The simple shaped moves are performed with style; the straight bounces show the arrow shape.</p> <p>The seat drop is controlled and shows tension.</p> <p>In the back drop, travel may be apparent with little displacement of the hips.</p>
12	Able to perform a 6, 8 or 10 bounce routine competently but will lack style and height and may travel.		
13	For example:		
14	1. Seat drop 2. To front drop 3. To feet 4. Half twist 5. Tuck jump 6. Pike jump 7. Straddle jump 8. Seat drop 9. Half twist to seat drop 10. To feet 1. Full twist		
15	2. Tuck jump 3. Seat drop 4. Half twist to seat drop 5. To feet 6. Pike jump 7. Back drop 8. To feet 9. Straddle jump 10. Full twist 1. Half twist		
16	Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.	7 - 8	<p>Demonstrates a good level of technical accuracy, with precision, control and fluency, when: Performs any four skills from the categories: advanced twists and shaped drops.</p> <p>The more difficult combinations, e.g. the roller may show insufficient lift or the body may turn in a pike position.</p> <p>The twist may be initiated too early or the landing may not be in the correct line down the bed.</p> <p>The somersaulting moves may be too open, resulting in under rotation. Rotation may start too early or the move may be to low.</p>
17	Able to perform a 10 bounce routine with good level of style, height and little travel. Demonstrates an out bounce and controlled stop.		
18	For example:		
19	1. Half twist to front drop 2. To feet 3. Half twist 4. Tuck jump 5. Seat drop 6. Half twist to seat drop 7. Half twist to feet 8. Pike jump 9. Straddle jump 10. Full twist		
20			
21	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.	9 - 10	<p>Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Performs any four skills from the categories: shaped drops and somersaults.</p> <p>Shows very good style and control in the simple moves and combined moves in isolation.</p>
22	Able to perform a 10 bounce routine with very good style and height and very little travel. Demonstrates an out bounce and controlled stop.		
23	The student may wish to show a more difficult routine. For example:		

24	1. Full twist 2. Pike jump 3. Seat drop 4. Half twist to seat drop 5. To feet	Works at a very good height.
25	6. Straddle jump 7. Back drop 8. To feet 9. Tuck jump 10. Front somersault (tucked)	Somersault moves are technically correct, i.e. shows “good form” in terms of good lift at take-off, good phasing of moves, drive after lift, good lines and tension and minimum travel or gain.