

GYMNASTIC ACTIVITIES

Rhythmic Gymnastics

Unit 2564 (AS)

National Governing Body: British Amateur Gymnastics Association
Ford Hall, Lilleshall National Sports Centre, Nr Newport,
Shropshire. TF10 9NB

The candidate is assessed selecting and performing acquired and developed skills in short agility sequences.

Floor Agility

3 short sequences each using a different type of apparatus from ribbon, hoop, ball, clubs and rope. Each short sequence should contain 4 different types of movements from the following:

- Leaps – (e.g. split, fish, stag, cabriole, cossack, side)
- Balances – (e.g. passa, attitude, arabesque, side, front)
- Pivots – (e.g. passa, attitude, arabesque, fondu, high leg)
- Flexibility skills – (e.g. flexion, cobra, pull-up, illusion)

Floor Agility

3 short sequences. Each short sequence should contain 1 movement from the 4 different types of movements from the following:

- Rolls – forward (e.g. tuck, pike, straddle) – backward (e.g. tuck, pike, straddle)
- Jumps – tuck star, piked, straddle, half turn, full turn.
- Balances – shoulder, arabesque lunge, headstand, handstand.
- Agilities – cartwheel, round off, handspring and backflip.

Agilities may be used in more than one sequence but a range of required and developed agilities must be performed.

Quantitative assessment arises from the number of agilities and sequences achieved by the candidate.

The gym square should be a minimum of 10m x 10m. A supporter may stand in, but will result in the level of that acquired and developed skill being reduced. Candidates produce a written schedule prior to assessment. This schedule must be available at moderation. Music may be used.

STANDARDISATION

Head of PE will liaise with the coach and be involved in the assessment thereby ensuring standardisation.

ASSESSMENT

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Short Agility Sequences

- **Shape**
 - Aesthetic quality
 - Consistency
 - Control
 - Overall efficiency

- **Form**

The quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations.

- **Consistency**
 - Continuity / flow of the sequence
 - Aesthetic quality
 - Quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness.

- **Control**

Success in both the individual elements and the sequence as a whole.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

STANDARDISATION

The activity will be assessed by an experienced assessor and adjudicator of Rhythmic Gymnastics. The standardisation process will be carried out and examined by the PE Head of Department. The Head of Department together with other members of the department will compare the standards in Rhythmic Gymnastics to those in other activities, so that consistency in assessment may be established.

Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate has introduced appropriate strategies and demonstrated an understanding of composition and choreography. Performances in the conditioned competitive situations have been excellent and progress has allowed them to achieve their performance-based targets.
19 – 24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduce a range of successful compositional and choreographic strategies. Performances in the conditioned competitive situations have been very good and improvement has been such as to allow a high standard of learning and understanding.
13 – 18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. Performances in the conditioned competitive situations have been good and improvement reflects satisfactory learning and understanding.
7 – 12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the conditioned competitive situations have become more consistent and progress has allowed some learning and understanding.
0 -6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

Rhythmic Gymnastics

Unit 2567 (A2)

The candidate is assessed selecting and performing acquired and developed skills in a formal agility sequence.

The following regulations apply:

- Agility square 10m x 10m minimum
- Selection of one piece of apparatus from ribbon, hoop, ball, clubs or rope
- The candidate must produce a written sequence schedule prior to assessment and moderation
- Music may be used. Can be a full orchestral but must have no vocal accompaniment
- A sequence should be 1 minute 15 seconds – 1 minute 30 seconds in length

The sequence should include:

- Leaps (e.g. split, fish, stag, cabriole, cossack, side)
- Balances (e.g. passe, attitude, arabesque, side, front)
- Pivots (e.g. passe, attitude, arabesque, fondu, high leg)
- Flexibility skills (e.g. flexion, cobra, pull-up, illusion)

Skills to be included in the sequence could include moves from the British Gymnastics proficiency awards for hand held apparatus.

The level of success of the acquired and developed skill is measured through the movement phases identified below.

SHAPE

- Aesthetic quality
- Consistency
- Control
- Overall efficiency

FORM

- The quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations.

CONSISTENCY

- Continuity/flow of the sequence
- Aesthetic quality
- Quality of the individual elements of the overall sequence in relation to amplitude, timing and spatial awareness

CONTROL

- Success in both the individual elements of the sequence as a whole

The candidate is assessed out of a maximum of 30 marks.

STANDARDISATION

The activity will be assessed by an experienced assessor and adjudicator of Rhythmic Gymnastics. The standardisation process will be carried out and examined by the PE Head of Department. The Head of Department together with other members of the department will compare the standards in Rhythmic Gymnastics to those in other activities, so that consistency in assessment may be established.

These assessment phases are used in conjunction with the following assessment criteria for the formal agility sequence.

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the sequence. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the sequence. There is a sound level of success in the selection and application of advanced techniques in the sequence and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound compositional and choreographic strategies to show an understanding of the performance requirements. Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the sequence. There is an attempt to select and apply advanced techniques in the sequence and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.