

SYNCHRO SKATING TECHNICAL SPECIALIST PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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THE FULL VERSION STUDY GUIDE**

<https://synchroskatingtech.examzify.com>



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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. In which situation is a pair element's feature counted?**
 - A. When all pairs make errors
 - B. When there is a long transition between sequences
 - C. When 2 pairs make errors
 - D. When 6 pairs make errors
- 2. What is the result if 1/4 of the team fails to meet general element requirements?**
 - A. Element remains the same
 - B. Element is raised one level
 - C. Lower element one level for each requirement
 - D. Count as a complete failure
- 3. What is the implication of having a feature with errors grouped by the same type?**
 - A. Only one error is counted
 - B. All errors are counted separately
 - C. It does not influence scoring
 - D. Errors are ignored
- 4. What is the impact of any stationary moments during the execution of a pi?**
 - A. The execution is counted as successful
 - B. Lower the pi one level
 - C. No action is taken against the team
 - D. Increase the complexity of the performance
- 5. If a Group Lift fails to lift but not due to a fall, what should be called?**
 - A. Call Element No Value
 - B. Call Element as executed
 - C. Lower element one level
 - D. No call necessary

- 6. What is the result of pauses during a point of intersection execution?**
- A. Pauses are always acceptable
 - B. Count as a successful execution
 - C. Lower the pi one level
 - D. Raise the difficulty level
- 7. What must all skaters execute at the same time during Twizzle elements?**
- A. Different types of Twizzles
 - B. Same set of Twizzles and features
 - C. Individually choreographed Twizzles
 - D. Any Twizzles of their choice
- 8. Which level requires more than 3/4 of the team to execute a difficult feature measure with three different features?**
- A. Level 1
 - B. Level 2
 - C. Level 3
 - D. Level 4
- 9. What is required for the general element requirements for Levels 1 and 2?**
- A. Skaters may skate in different directions
 - B. All skaters must use the same skating direction
 - C. Skaters must alternate turns
 - D. Not all skaters need to perform the same moves
- 10. What is the penalty if 1/4 of the team does not attempt a synchronized spin?**
- A. Lower Element one level
 - B. Call Element No Value
 - C. Feature is not counted
 - D. Max of 1/2 team not achieving is acceptable

Answers

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1. B
2. C
3. A
4. B
5. A
6. C
7. B
8. C
9. B
10. B

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Explanations

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1. In which situation is a pair element's feature counted?

- A. When all pairs make errors
- B. When there is a long transition between sequences**
- C. When 2 pairs make errors
- D. When 6 pairs make errors

In synchro skating, a pair element's feature is counted when there is a long transition between sequences. This situation highlights the importance of the choreographic aspect of the performance. A long transition allows pairs to demonstrate their synchronization skills more effectively and emphasizes the connection between elements within the routine. It showcases the skaters' ability to flow seamlessly from one element to another, enhancing the overall artistic impression. When transitions are well-executed, they contribute positively to the overall score of the routine, emphasizing that transitions can serve as a key feature that is recognized in scoring, especially when highlighting the pairs' skill and artistry. Other situations where pairs make errors, regardless of the number of pairs involved or the nature of the transitions, do not provide the same level of recognition for the pair element features that are well executed.

2. What is the result if 1/4 of the team fails to meet general element requirements?

- A. Element remains the same
- B. Element is raised one level
- C. Lower element one level for each requirement**
- D. Count as a complete failure

When a portion of a synchro skating team, specifically 1/4 of the team, fails to meet the general element requirements, the correct outcome is indeed to lower the element one level for each requirement that is not met. This policy is in place to ensure that the overall performance aligns with the standards set within the sport, taking into account that the cohesion and execution of a synchro team is critical to their success. In synchro skating, elements are assessed based on how well the team executes the required components. If a significant portion of the team (1/4) does not adhere to these requirements, it indicates an inconsistency in the performance that affects the entire team's ability to successfully execute the element as a unit. Therefore, to reflect this level of performance and maintain fairness in scoring, the element's difficulty is adjusted downwards. This adjustment serves to acknowledge the impact of the failing team members and provides a clear response to underperformance while still allowing the team to continue competing. Other options would not address the performance deficits effectively or would misrepresent the level of the team's skill as reflected by their execution.

3. What is the implication of having a feature with errors grouped by the same type?

A. Only one error is counted

B. All errors are counted separately

C. It does not influence scoring

D. Errors are ignored

When errors in a feature are grouped by the same type, it implies that the judging system modifies how those errors are assessed during scoring. In this context, having a grouping indicates that multiple occurrences of the same type of error will be consolidated to simplify the evaluation process. Therefore, instead of counting each individual error separately, only one error is counted for scoring purposes. This approach helps minimize the impact of repetitive mistakes on the overall score, focusing instead on the quality and consistency of performance rather than penalizing excessively for similar faults occurring multiple times. In terms of the context provided by the other choices, scoring would not treat every error as a distinct point deduction, nor would it entirely disregard the errors or ignore their influence on scoring. Instead, the single error count reflects a collective assessment of that particular mistake type, encouraging skaters to improve on specific weaknesses without facing disproportionate penalties for frequency of the same error.

4. What is the impact of any stationary moments during the execution of a pi?

A. The execution is counted as successful

B. Lower the pi one level

C. No action is taken against the team

D. Increase the complexity of the performance

When assessing the impact of any stationary moments during the execution of a pi, it is essential to recognize that a pi is a specific maneuver in synchro skating that requires fluidity and continuous motion. If there are moments when the skaters are not moving, this indicates a break in the seamless execution that is necessary for the maneuver to be successful. Lowering the pi one level reflects the understanding that the presence of these stationary moments detracts from the overall quality and difficulty of the performance. These moments disrupt the fluidity and cohesiveness of the team's execution, which are critical elements in scoring. In synchro skating, maintaining motion throughout the entire performance is fundamental to achieve a higher level of execution and artistry. Other options like being counted as successful or not taking action do not align with the guidelines and standards of judging in synchro skating. The intricacy of the pi might not increase either, as stationary moments negatively impact the overall execution. Therefore, addressing the situation by lowering the pi level accurately reflects the technical assessments made during competitions.

5. If a Group Lift fails to lift but not due to a fall, what should be called?

- A. Call Element No Value**
- B. Call Element as executed
- C. Lower element one level
- D. No call necessary

In synchro skating, if a Group Lift fails to lift properly but does not result in a fall, the appropriate action is to assess the execution of the element. When a Group Lift does not achieve its intended height or execution but completes the attempt in a controlled manner, it reflects a significant failure of the element's execution, warranting a specific call. By calling this element as "No Value," the judges acknowledge that the attempt did not meet the minimum criteria for a successful lift. This evaluation ensures that the teams are scored accurately based on their performance quality. It communicates to the skaters and coaches that while they attempted the element, it did not fulfill the technical requirements to be considered valid. This maintains scoring standards and encourages teams to refine their techniques for successful lifts in the future. In contrast, the other responses would not accurately reflect the nature of the fault as they suggest either an executed element (which it was not) or variations or adjustments that don't adequately address the situation. The call of "No Value" is the most fitting response, as it directly corresponds to the situation's outcome without misleading implications about proper execution.

6. What is the result of pauses during a point of intersection execution?

- A. Pauses are always acceptable
- B. Count as a successful execution
- C. Lower the pi one level**
- D. Raise the difficulty level

When analyzing the result of pauses during a point of intersection execution, the correct understanding is that such pauses typically lower the performance level of a team's execution. In synchro skating, the goal during intersections is to maintain fluid movement and synchronization among skaters. A pause interrupts the flow and can disrupt the visual effect that is essential for a successful intersection. Lowering the performance indicator by one level acknowledges that the execution has not met the expected standard due to the interruption. This assessment is important because synchro skating relies heavily on seamless transitions and continuous motion to create a cohesive and impressive presentation. Therefore, the presence of pauses indicates a decrease in the desired technical execution level. In contrast, the other options do not align with the evaluation criteria used in synchro skating. Some may imply acceptance or an increase in levels, which contradicts the principles of maintaining fluidity and coherence in skater movements during intersections. The evaluation of performances in synchro skating takes these nuances into account to ensure high-quality displays of teamwork and artistry.

7. What must all skaters execute at the same time during Twizzle elements?

- A. Different types of Twizzles
- B. Same set of Twizzles and features**
- C. Individually choreographed Twizzles
- D. Any Twizzles of their choice

During Twizzle elements in synchro skating, all skaters must execute the same set of Twizzles and features simultaneously. This uniformity is a crucial aspect of synchro skating as it emphasizes the cohesion and synchronization of the team. When all skaters perform the same type of Twizzle, it showcases the precision and skill of the group, highlighting their collective ability to work as one cohesive unit. The requirement for skaters to perform the same set of Twizzles ensures that the technical standard is met and that the aesthetic quality of the performance is maintained, creating a visual impact that is pleasing to judges and spectators alike. Individual variations in the type or design of Twizzles would detract from the harmony that is essential in synchro skating, which is why executing the same set is pivotal. This focus on synchronized execution also allows judges to evaluate the performance more accurately based on criteria such as unison, timing, and precision, which are critical elements in assessing a team's overall performance and artistic impression during Twizzle elements.

8. Which level requires more than 3/4 of the team to execute a difficult feature measure with three different features?

- A. Level 1
- B. Level 2
- C. Level 3**
- D. Level 4

The requirement for a difficult feature measure that necessitates more than 3/4 of the team to execute with three different features is characteristic of Level 3. In synchro skating, each level has specific criteria that detail how many members of the team must successfully perform the elements and the complexity of those elements. Level 3 is designed to challenge teams by requiring both a majority of members to participate in the execution of difficult maneuvers and the incorporation of a range of features that demonstrate a higher skill level. This indicates a significant level of coordination, proficiency, and teamwork. The expectation at this level is that teams not only show technical skill in executing features but also do so in ways that highlight their ability to work cohesively as a unit. In contrast, lower levels may allow for fewer members to execute features or may not require the same complexity, making Level 3's expectations more rigorous and indicative of a higher standard in synchro skating performance.

9. What is required for the general element requirements for Levels 1 and 2?

- A. Skaters may skate in different directions
- B. All skaters must use the same skating direction**
- C. Skaters must alternate turns
- D. Not all skaters need to perform the same moves

For Levels 1 and 2 in synchro skating, the requirement for all skaters to use the same skating direction is essential to maintain the unity and synchronization within the team. This uniformity is critical in developing foundational skills, as it helps skaters learn to perform as a cohesive unit. When all skaters skate in the same direction, it ensures that the formation remains tight and that movements are executed simultaneously, which is a fundamental aspect of synchro skating. Choosing a consistent skating direction helps to create recognizable and orderly patterns on the ice, showcasing the team's ability to perform collectively and precisely. This requirement helps emphasize the importance of teamwork and coordination, which are key elements for more advanced levels in synchro skating. Other options, such as skaters skating in different directions or not needing to perform the same moves, would lead to a disjointed performance that lacks the characteristic flow and synchronization that defines this discipline.

10. What is the penalty if 1/4 of the team does not attempt a synchronized spin?

- A. Lower Element one level
- B. Call Element No Value**
- C. Feature is not counted
- D. Max of 1/2 team not achieving is acceptable

When analyzing the scenario where a quarter of the team does not attempt a synchronized spin, the appropriate consequence is that the element is called as "No Value." This means that the element does not receive any points, as it is considered not performed based on the rules of synchronized skating. The rationale behind this is based on the emphasis on teamwork and synchronized performance, which are core components of the discipline. If a significant portion of the team fails to execute the spin, it affects the overall impression of synchronization, which is a critical aspect of such elements. Lowering the element's level or counting it as a feature would not accurately reflect the fact that a major part of the team has not participated, hence why calling it "No Value" is the established protocol in this situation. The other choices do not appropriately address the impact of a substantial number of skaters bypassing the element in question.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://synchroskatingtech.examzify.com>

We wish you the very best on your exam journey. You've got this!

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