



HALEWOOD  
ACADEMY



# KEY STAGE 3 Y7 - Y9



# ASSESSMENT STEPS



Physical Education

'We Seek the Best'

**Key Knowledge Skills and Understanding for Key Stage 3: What do students know and what can they do?**

<b>KS3 Descriptors</b>  + Excelling + - (Projected Grade 9 at GCSE)  + Mastering + - (Projected Grades 6 - 8 at GCSE)	<b>Motor Competence &amp; Practical Application</b>	<b>Rules, tactics and decision making</b>	<b>Healthy Participation and RACER values</b>
	<ul style="list-style-type: none"> <li>• Demonstrates excellence techniques for almost all actions required within the sport/activity.</li> <li>• Demonstrates a wide range core skills and advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed consistently with a very high standard of accuracy, control and fluency.</li> <li>• The advanced skills demonstrated are performed consistently with a very high standard of accuracy, control and fluency.</li> <li>• Applies the perfect model under pressure (in the highest level of competitive situations).</li> <li>• A range of physical characteristics are used to compliment technique (speed, strength CV fitness, coordination etc) but are not heavily relied upon.</li> <li>• Successfully selects and uses appropriate skills on the vast majority of occasions.</li> <li>• Applies appropriate team strategies/tactics/compositional ideas demonstrating very high level of understanding of the activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decision making</b> is excellent which results in positive outcomes for themselves (and others).</li> <li>• Can <b>solve problems</b> and apply tactics/techniques independently and with excellent success.</li> <li>• Makes calculated changes to their own (and possibly others) performance to increase success. They also may take risks and use <b>disguised techniques</b> to gain success.</li> <li>• Students display effective and clear <b>decision making</b> in a range of scenarios</li> <li>• Students can recall <b>rules/laws/scoring</b> systems for a range of sporting activities</li> <li>• Students can <b>communicate</b> clearly with others to lead learning</li> <li>• Students take <b>responsibility</b> for themselves, others and equipment</li> </ul>	<p>Students have excellent recall of safe practice in all activities and sports. They fully understand how to participate accurately and safely when working individually, within teams and using a vast range of equipment.</p> <p>Students can discuss a wide range of short- and long-term benefits of exercise and participation, including the <b>importance</b> of a warm/cool down. Students can explain the <b>benefits</b> of physical activity to develop a healthy, active lifestyle.</p> <p><b>R</b> - Students exhibit <b>respect</b> in everything they do including their approach to officials, teammates and opposition.</p> <p><b>A</b> - Students display high levels of <b>aspiration</b> and strive for excellence in a range of tasks including performance, officiating and leadership.</p> <p><b>C</b> – Students support and encourage their team; showing <b>collaboration</b> with their peers in a range of situations</p> <p><b>E</b> - Students demonstrate excellent sportsmanship/etiquette and are a <b>role model</b></p> <p><b>R</b> - Students have a consistent and <b>resilient</b> approach when performing a range of roles with PE. They accept failure as an important part of the learning experience.</p> <p>They use their characteristics (facilitator/leader) to help bring about positive outcomes in others.</p>
<ul style="list-style-type: none"> <li>• Demonstrates very good-good techniques for many actions required within the sport/activity.</li> <li>• Demonstrates a range core skills and advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed consistently with a high standard of accuracy, control and fluency.</li> <li>• The advanced skills demonstrated are performed consistently with a high standard of accuracy, control and fluency.</li> <li>• Consistently good level of technique across all actions (outcomes may vary depending on the situation (opposed vs unopposed or isolated skill vs skills within a sequence).</li> <li>• Application of physical characteristics (speed, strength CV fitness etc) positively influences performance.</li> <li>• Applies appropriate team strategies/tactics/compositional ideas demonstrating a high level of understanding of the activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decision making</b> is very good across the sport/ activity which results in success.</li> <li>• Can <b>solve problems</b> and apply tactics/ techniques independently with some success.</li> <li>• Takes risks with some success, tries to use <b>disguise</b> and often this works.</li> <li>• Students display high levels of clear <b>decision making</b> in a range of scenarios</li> <li>• Students can recall most <b>rules/laws/scoring</b> systems for a range of sporting activities</li> <li>• Students can often <b>communicate</b> clearly with others to lead learning</li> <li>• Students often take <b>responsibility</b> for themselves, others and equipment</li> </ul>	<p>Students have very good recall of safe practice in all activities and sports. They fully understand how to participate accurately and safely when working individually, within teams and using a wide range of equipment.</p> <p>• Students can discuss a range of short- and long-term benefits of exercise and participation. Students can explain most of the <b>benefits</b> of physical activity to develop a healthy, active lifestyle and can articulate the <b>importance</b> of a warm/cool down</p> <p><b>R</b> - Students exhibit a consistently <b>respectful</b> approach to officials, teammates and opposition.</p> <p><b>A</b> - Students display good levels of <b>aspiration</b> and strive for excellence in a range of tasks including performance, officiating and leadership.</p> <p><b>C</b> – Students support and encourage their team; showing <b>collaboration</b> with their peers in a some situations</p> <p><b>E</b> - Students demonstrate high levels of sportsmanship/etiquette and are a <b>role model</b></p> <p><b>R</b> - Students show a <b>resilient</b> approach when performing a range of roles with PE. They accept failure as an important part of the learning experience.</p> <p>Their positive characteristics help performance; they have developed a very good/good level of resilience.</p>	

**Descriptors of Key Knowledge Skills and Understanding for Key Stage 3: What do students know and what can they do?**

KS3 Descriptors	Motor Competence & Practical Application	Rules, tactics and decision making	Healthy Participation and RACER values
<p align="center">+ Securing (Projected Grades 3 – 5 at GCSE)</p>	<ul style="list-style-type: none"> <li>• Demonstrates a good-average level of technique across the skills required for the sport/ activity.</li> <li>• Demonstrates several core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed consistently with a good standard of accuracy, control and fluency.</li> <li>• The advanced skills demonstrated are performed consistently with a good standard of accuracy, control and fluency.</li> <li>• Shows an average level of technique but this is mainly in unopposed situations/ isolated skills.</li> <li>• Sometimes relies on their physical characteristics (speed, strength CV fitness etc) for success rather than their skills.</li> <li>• Applies appropriate team strategies/tactics/compositional ideas demonstrating a good of understanding of the activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decision making</b> is shown with some success (regardless of technique).</li> <li>• Needs some intervention to <b>solve problem</b> and apply tactics/ techniques. Works with some independence but has limited success.</li> <li>• Students display some <b>decision making</b> in a range of scenarios</li> <li>• Students can recall <b>rules/laws/scoring</b> systems for some sports activities</li> <li>• Students can sometimes <b>communicate</b> clearly with others to lead learning</li> <li>• Students sometimes take <b>responsibility</b> for themselves, others and equipment</li> </ul>	<p>Students have good-average recall of safe practice in all activities and sports. They show some understanding of how to participate accurately and safely when working individually, within teams and using a good range of equipment.</p> <p>Students can discuss some short- and long-term benefits of exercise and participation. Students can explain some the <b>benefits</b> of physical activity to develop a healthy, active lifestyle and can explain some reasons for carrying out a warm/cool down</p> <p><b>R</b> - Students exhibit <b>respectful</b> approach to officials, teammates and opposition.  <b>A</b> - Students display some <b>aspiration</b> in a range of tasks including performance, officiating and leadership.  <b>C</b> – Students sometimes support and encourage their team; showing some <b>collaboration</b> with their peers  <b>E</b> - Students demonstrate some sportsmanship qualities  <b>R</b> - Students sometimes show <b>resilience</b> when performing a range of roles with PE.</p> <p>Their positive character helps them to stay motivated in their performances.</p>
<p align="center">+ Developing (Projected Grades 1 – 2 at GCSE)</p>	<ul style="list-style-type: none"> <li>• Basic level of technique across a variety of skills within the different sports.</li> <li>• Demonstrates some core skills, but very few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed inconsistently with a low standard of accuracy, control and fluency.</li> <li>• The advanced skills demonstrated are performed consistently with a low standard of accuracy, control and fluency.</li> <li>• Shows an average-poor level of technique but this is mainly in unopposed situations/ isolated skills.</li> <li>• Physical characteristics (speed, strength CV fitness, coordination etc) can hinder performance.</li> <li>• Applies appropriate team strategies/tactics/compositional ideas demonstrating a basic of understanding of the activity, often needing support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decision making</b> is limited and requires intervention.</li> <li>• <b>Creativity</b> is limited, only simple actions/decisions are demonstrated. If left alone performance dips.</li> <li>• Students display limited <b>decision making</b> in a range of scenarios</li> <li>• Students can recall <b>rules/laws/scoring</b> systems for a limited range sports activities</li> <li>• Students can rarely <b>communicate</b> clearly with others to lead learning</li> <li>• Students rarely take <b>responsibility</b> for themselves, others and equipment</li> </ul>	<p>Students have a basic understanding of safe practice in all activities and sports. They show basic understanding how to participate accurately and safely when working individually, within teams and using a range of equipment.</p> <p>Students can discuss a limited number of short- and long-term benefits of exercise and participation. Students can briefly discuss the <b>benefits</b> of physical activity to develop a healthy, active lifestyle and can explain some basic reasons for carrying out a warm/cool down</p> <p><b>R</b> – Students sometimes exhibit <b>respectful</b> approach to officials, teammates and opposition.  <b>A</b> - Students rarely show <b>aspiration</b> in the roles they take on  <b>C</b> – Students rarely support and encourage their team and show limited <b>collaboration</b> with their peers  <b>E</b> - Students rarely demonstrate sportsmanship qualities  <b>R</b> - Students <b>resilience</b> is limited when performing a range of roles with PE. They don't accept failure and struggle to overcome barriers and challenges.</p> <p>Their resilience is sometimes lacking and this shows in their performances.</p>
<p align="center">+ Emerging (Below GCSE Grading)</p>	<ul style="list-style-type: none"> <li>• Very basic level of technique is shown with minimal success. Very poor ability, even in uncomplicated situations.</li> <li>• Demonstrates few core skills, and no advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed inconsistently with a very low standard of accuracy, control and fluency.</li> <li>• Motor skills/ physical characteristics hinder performance (speed, strength CV fitness coordination etc).</li> <li>• Demonstrates weak awareness of the rules/regulations in any activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decision making</b> is poor with minimal success.</li> <li>• <b>Support</b> is required on a regular basis to solve problems and apply tactics/ techniques. Requires constant intervention.</li> <li>• Students display very limited <b>decision making</b> in a range of scenarios</li> <li>• Students can recall very few <b>rules/laws/scoring</b> systems for a limited range sports activities</li> <li>• Students can rarely <b>communicate</b> clearly with others and often does not lead learning</li> <li>• Students very rarely take <b>responsibility</b> for themselves, others and equipment</li> </ul>	<p>Students have a very basic understanding of safe practice in all activities and sports. They show limited understanding how to participate accurately and safely when working individually, within teams and using a limited range of equipment.</p> <p>Students can discuss a very limited number of short- and long-term benefits of exercise and participation. Students can make limited comments regarding the <b>benefits</b> of physical activity to develop a healthy, active lifestyle. Students may be able to state very brief reasons for carrying out a warm/cool down, often making inaccurate points</p> <p><b>R</b> – Students occasionally exhibit a <b>respectful</b> approach to officials, teammates and opposition.  <b>A</b> - Students very rarely show <b>aspiration</b> in the roles they take on  <b>C</b> – Students very rarely support and encourage their team and show limited <b>collaboration</b> with their peers  <b>E</b> – Students very rarely demonstrate sportsmanship qualities  <b>R</b> - Students <b>resilience</b> is very limited when performing a range of roles with PE. They don't accept failure and struggle to overcome barriers and challenges.</p> <p>Their resilience is weak and they give up far too often.</p>



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# KEY STAGE 4 Y10 - Y11



# ASSESSMENT STEPS



Physical Education

'We Seek the Best'

KS4 Sport Sci	Grade Descriptors for Key Stage 4 – Sports Science
DI 	<ul style="list-style-type: none"> <li>• Students demonstrate brief descriptions that show some accuracy and detail in some aspects of their learning.</li> <li>• Students outline details on other topics in their work.</li> <li>• Students identify a limited range of examples and few references to sport scenarios with partial effectiveness.</li> <li>• Some limited reference to real life examples and limited awareness of other learning objectives evident.</li> <li>• Students work is generally superficial with very brief judgements made.</li> <li>• Students work is completed with guidance.</li> </ul>
MI 	<ul style="list-style-type: none"> <li>• Students demonstrate some brief descriptions that show limited accuracy and detail in few aspects of their learning.</li> <li>• Students briefly outline limited details on other topics.</li> <li>• Students identify a narrow range of examples with rare references to sport scenarios.</li> <li>• Some limited reference to real life examples and superficial awareness of other learning objectives evident.</li> <li>• Students work is generally very basic with little attempt made at judgements.</li> <li>• Students work is completed with guidance and support.</li> </ul>
PI 	<ul style="list-style-type: none"> <li>• Students demonstrate very brief descriptions that show limited accuracy and detail.</li> <li>• Students make little attempt to detail other topics in their work.</li> <li>• Students outline a very few examples with minimal detail. Examples can often be vague.</li> <li>• Some limited reference to real life examples and no awareness of other learning objectives evident.</li> <li>• Students work is very basic with little attempt made at judgements.</li> <li>• Students work is completed with guidance, support and possibly some intervention.</li> </ul>
Fail 	<ul style="list-style-type: none"> <li>• Students demonstrate some limited accuracy and detail in brief and partial descriptions.</li> <li>• Students make no attempt to detail other topics in their work.</li> <li>• Students outline a hardly any examples that are often incomplete and vague.</li> <li>• Scarcely any reference to real life examples and no awareness of other learning objectives.</li> <li>• Students work has no attempt at judgements.</li> <li>• Students work is incomplete; some pieces are missing even with guidance, support and intervention.</li> </ul>

KS4 GCSE	Theory	Practical	Course work
9	<ul style="list-style-type: none"> <li>Demonstrate and apply relevant and comprehensive knowledge and understanding consistently across topics. Use an extensive range of factors affecting performance and involvement in physical activity and sport. Accurate specialist terminology used throughout all theory work.</li> <li>Critically analyse and evaluate a wide range of information about performance to draw well-evidenced conclusions, showing a balanced argument and which often includes personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>Core skills are performed consistently with an excellent standard of accuracy, control and fluency.</li> <li>The advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency.</li> <li>Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively nearly all of the time.</li> <li>Successfully selects and uses appropriate skills on nearly all occasions.</li> <li>Applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity.</li> <li>Demonstrates excellent awareness of the rules/regulations of the activity during performance.</li> <li>Demonstrates excellent regard for the safety of themselves and others.</li> <li>Demonstrates excellent awareness of and response to the strengths, weaknesses and actions of others</li> <li>Communication with others is excellent.</li> <li>Safely and effectively apply a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently skilled and controlled performance.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness.</li> <li>Produces a fully justified analysis of the importance of the different components of fitness for their chosen activity.</li> <li>Gives an entirely accurate overview of all of the key skills required for their chosen activity.</li> <li>Gives a completely accurate and comprehensive assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>Movement analysis and classification of skill is detailed and accurate.</li> </ul> <p>The learner produces a detailed and accurate action plan containing:</p> <ul style="list-style-type: none"> <li>Clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance.</li> <li>An excellent understanding of the principles of training.</li> <li>An excellent range of detailed drills and practices with coaching points.</li> <li>Application of SMART goal setting is detailed and accurate.</li> <li>Overall understanding of the element chosen to improve is excellent.</li> </ul>
8	<ul style="list-style-type: none"> <li>Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology.</li> <li>Critically analyse and evaluate a wide range of information about performance to draw well-evidenced conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>Core skills are performed consistently with a high standard of accuracy, control and fluency.</li> <li>The advanced skills demonstrated are performed consistently with a high standard of accuracy, control and fluency.</li> <li>Demonstrates appropriate levels of physical fitness and psychological control to perform effectively nearly all of the time.</li> <li>Successfully selects and uses appropriate skills on nearly all occasions.</li> <li>Applies appropriate team strategies/tactics/compositional ideas demonstrating a high level of understanding for the activity.</li> <li>Demonstrates high levels of awareness of the rules/regulations of the activity during performance.</li> <li>Demonstrates high levels of regard for the safety of themselves and others.</li> <li>Demonstrates high levels of awareness of and response to the strengths, weaknesses and actions of others</li> <li>Communication with others is very good.</li> <li>Safely and effectively apply a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently skilled and controlled performance.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness.</li> <li>Produces a justified analysis of the importance of the different components of fitness for their chosen activity.</li> <li>Gives an accurate overview of the vast majority of the key skills required for their chosen activity.</li> <li>Gives an accurate assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>Movement analysis and classification of skill is accurate.</li> </ul> <p>The learner produces a detailed and accurate action plan containing:</p> <ul style="list-style-type: none"> <li>Clear identification of the specific skill/component of fitness being improved with justification based on their analysis of performance.</li> <li>A strong understanding of the principles of training.</li> <li>A wide range of detailed drills and practices with some coaching points.</li> <li>Application of SMART goal setting is accurate.</li> <li>Overall understanding of the element chosen to improve is very good.</li> </ul>
7	<ul style="list-style-type: none"> <li>Demonstrate and apply accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology.</li> <li>Critically analyse and evaluate a range of information about training and performance to draw reasoned conclusions supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates vast majority core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>Core skills are performed consistently with a very good standard of accuracy, control and fluency.</li> <li>The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency.</li> <li>Demonstrates appropriate levels of physical fitness and psychological control to perform effectively some of the time.</li> <li>Successfully selects and uses appropriate skills on some occasions.</li> <li>Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</li> <li>Demonstrates very good awareness of the rules/regulations of the activity during performance.</li> <li>Demonstrates very good regard for the safety of themselves and others.</li> <li>Demonstrates very good awareness of and response to the strengths, weaknesses and actions of others.</li> <li>Communication with others is good.</li> <li>Safely and effectively apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a competent and controlled performance.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness.</li> <li>Produces a justified analysis of the importance of the different components of fitness for their chosen activity.</li> <li>Gives an accurate overview of most of the key skills required for their chosen activity.</li> <li>Gives an accurate assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>Movement analysis and classification of skill is mainly accurate.</li> </ul> <p>The learner produces a detailed and accurate action plan containing:</p> <ul style="list-style-type: none"> <li>Clear identification of the specific skill/component of fitness being improved with justification based on their analysis of performance.</li> <li>A clear understanding of the principles of training.</li> <li>A good range of detailed drills and practices with some coaching points.</li> <li>Application of SMART goal setting is mainly accurate.</li> <li>Overall understanding of the element chosen to improve is strong.</li> </ul>

Grade Descriptors for Key Stage 4 – GCSE PE

KS4 GCSE	Theory	Practical	Course work
6	<ul style="list-style-type: none"> <li>• Demonstrate accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using mostly accurate specialist terminology.</li> <li>• Critically analyse and evaluate a range of information about training and performance to draw reasoned conclusions supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed consistently with a good standard of accuracy, control and fluency.</li> <li>• The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency.</li> <li>• Demonstrates appropriate levels of physical fitness and psychological control to perform effectively.</li> <li>• Selects and uses appropriate skills on some occasions.</li> <li>• Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</li> <li>• Demonstrates good awareness of the rules/regulations of the activity during performance.</li> <li>• Demonstrates good awareness for the safety of themselves and others.</li> <li>• Demonstrates good awareness of and response to the strengths, weaknesses and actions of others.</li> <li>• Communication with others limited.</li> <li>• Safely and effectively apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a competent and controlled performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the strengths and weaknesses of their own/a peers physical fitness, with accuracy, using appropriate tests for each component of fitness.</li> <li>• Gives some justification in their analysis of the importance of the different components of fitness for their chosen activity.</li> <li>• Gives a mostly accurate overview of most of the key skills required for their chosen activity.</li> <li>• Gives a mostly accurate assessment of some of their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>• Movement analysis and classification of skill is accurate.</li> </ul> <p>The learner produces an accurate action plan containing:</p> <ul style="list-style-type: none"> <li>• Identification of the skill/component of fitness being improved with some justification based on their analysis of performance.</li> <li>• Some understanding of the principles of training.</li> <li>• A range of detailed drills and practices.</li> <li>• Application of SMART goal setting is mostly accurate.</li> <li>• Overall understanding of the element chosen to improve is good.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using mostly accurate specialist terminology.</li> <li>• Analyse and evaluate a range of information about performance to draw reasoned conclusions supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Core skills are performed with limited consistency and some accuracy, control and fluency.</li> <li>• The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency.</li> <li>• Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.</li> <li>• Selects and uses appropriate skills on few occasions.</li> <li>• Rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity</li> <li>• Demonstrates awareness of the rules/regulations of the activity during performance.</li> <li>• Demonstrates awareness for the safety of themselves and others.</li> <li>• Demonstrates awareness of and response to the strengths, weaknesses and actions of others.</li> <li>• Rarely communicates with others.</li> <li>• Safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using appropriate tests for each component of fitness.</li> <li>• Gives brief justification in their analysis of the importance of the different components of fitness for their chosen activity.</li> <li>• Gives a fairly accurate overview of most of the key skills required for their chosen activity.</li> <li>• Gives an accurate assessment of some of their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>• Movement analysis and classification of skill is fairly accurate.</li> </ul> <p>The learner produces an accurate action plan containing:</p> <ul style="list-style-type: none"> <li>• Identification of the skill/component of fitness being improved with some justification based on their analysis of performance.</li> <li>• Some understanding of the principles of training.</li> <li>• A small range of detailed drills and practices.</li> <li>• Application of SMART goal setting is fairly accurate.</li> <li>• Overall understanding of the element chosen to improve is fair.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrate some accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using some accurate specialist terminology.</li> <li>• Analyse and evaluate a range of information about performance to draw mostly reasoned conclusions supported by some evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Few, if any of the advanced skills for the activity are attempted.</li> <li>• Core skills are performed inconsistently and with limited accuracy, control and fluency.</li> <li>• Any advanced skills attempted are performed with little success.</li> <li>• Demonstrates limited physical fitness and psychological control during performance.</li> <li>• Selects and uses appropriate skills on few occasions.</li> <li>• Rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity.</li> <li>• Demonstrates some awareness of the rules/regulations of the activity during performance.</li> <li>• Demonstrates some awareness for the safety of themselves and others.</li> <li>• Demonstrates some awareness of and response to the strengths, weaknesses and actions of others.</li> <li>• Rarely communicates with others.</li> <li>• Safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a mostly competent and controlled performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using mostly appropriate tests for each component of fitness.</li> <li>• Gives limited justification in their analysis of the importance of the different components of fitness for their chosen activity.</li> <li>• Gives a fairly accurate overview of some of the key skills required for their chosen activity.</li> <li>• Gives a limited assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>• Movement analysis and classification of skill is limited.</li> </ul> <p>The learner produces a limited action plan containing:</p> <ul style="list-style-type: none"> <li>• identification of the skill/component of fitness being improved with limited justification based on their analysis of performance.</li> <li>• A limited understanding of the principles of training.</li> <li>• A limited range of drills and practices.</li> <li>• Some application of SMART goal setting is present.</li> <li>• Overall understanding of the element chosen to improve is basic.</li> </ul>

KS4 GCSE	Theory	Practical	Course work
3	<ul style="list-style-type: none"> <li>• Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language. A great level of inaccuracy in knowledge and understanding compared to a grade 4. Specialist terminology used less frequently.</li> <li>• Interpret a range of information about performance to draw simple conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Level of consistency when performing appropriate techniques, strategies and/or compositional ideas is lower than a grade 4 candidate.</li> <li>• Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Very few, if any of the advanced skills for the activity are attempted.</li> <li>• Core skills are performed inconsistently and with low levels of accuracy, control and fluency. Any advanced skills attempted are performed with limited success.</li> <li>• Demonstrates very limited physical fitness and psychological control during performance. Selects and uses appropriate skills on limited occasions.</li> <li>• Very rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity.</li> <li>• Demonstrates limited awareness of the rules/regulations of the activity during performance.</li> <li>• Demonstrates limited awareness for the safety of themselves and others.</li> <li>• Demonstrates limited awareness of and response to the strengths, weaknesses and actions of others.</li> <li>• Very rarely communicates with others.</li> <li>• Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the strengths and weaknesses of their own/a peers physical fitness, with limited accuracy, they may use appropriate tests for each component of fitness.</li> <li>• Gives little or no justification in their analysis of the importance of the different components of fitness for their chosen activity.</li> <li>• Gives an overview of few key skills required for their chosen activity.</li> <li>• Makes some attempt to assess their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>• Gives little or no movement analysis and classification of skill. The learner produces a very limited action plan containing:</li> <li>• Limited identification of the skill/component of fitness being improved with very limited justification based on their analysis of performance.</li> <li>• A limited understanding of the principles of training.</li> <li>• Few drills and practices.</li> <li>• Limited evidence of SMART goal setting is present.</li> <li>• Overall understanding of the element chosen to improve is very limited. Interpret a range of information about performance to draw simple conclusions.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language</li> <li>• Interpret a limited range of information about performance to draw simple conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates few core skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Very limited, if any of the advanced skills for the activity are attempted.</li> <li>• Core skills are performed inconsistently and with very low levels of accuracy, control and fluency. Any advanced skills attempted are performed with very limited success.</li> <li>• Demonstrates poor physical fitness and psychological control during performance. Selects and uses appropriate skills on very limited occasions.</li> <li>• Very rare application of team strategies/tactics/compositional ideas which demonstrate very little understanding of the activity.</li> <li>• Demonstrates very limited awareness of the rules/regulations of the activity during performance.</li> <li>• Demonstrates very limited awareness for the safety of themselves and others.</li> <li>• Demonstrates very limited awareness of and response to the strengths, weaknesses and actions of others.</li> <li>• Poor communication with others.</li> <li>• Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the strengths and weaknesses of their own/a peers physical fitness, with very limited accuracy, they may use appropriate tests for each component of fitness.</li> <li>• Gives very little or no justification in their analysis of the importance of the different components of fitness for their chosen activity.</li> <li>• Gives a very basic overview of a limited number of key skills required for their chosen activity.</li> <li>• Makes little attempt to assess their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>• Gives very little or no movement analysis and classification of skill. The learner produces a very limited action plan containing:</li> <li>• Very limited identification of the skill/component of fitness being improved with very limited / poor justification based on their analysis of performance.</li> <li>• A very limited understanding of the principles of training.</li> <li>• Very few drills and practices.</li> <li>• Very limited evidence of SMART goal setting is present.</li> <li>• Overall understanding of the element chosen to improve is weak. Interpret a very limited range of information about performance to draw very basic conclusions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge and understanding of a very limited range of factors affecting performance and involvement in physical activity and sport using everyday language and often incorrect terminology</li> <li>• Interpret a very limited range of information about performance to draw simple conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very few core skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>• Extremely limited, if any of the advanced skills for the activity are attempted.</li> <li>• Core skills are performed with high levels of inconsistently and with extremely low levels of accuracy, control and fluency. Any advanced skills attempted are performed with high amounts of errors and poor.</li> <li>• Demonstrates very poor physical fitness and psychological control during performance. Selects and uses appropriate skills on very limited occasions.</li> <li>• Poor and rare application of team strategies/tactics/compositional ideas which demonstrate very little understanding of the activity.</li> <li>• Demonstrates very limited / poor awareness of the rules/regulations of the activity during performance.</li> <li>• Demonstrates very limited / poor awareness for the safety of themselves and others.</li> <li>• Demonstrates very limited /poor awareness of and response to the strengths, weaknesses and actions of others.</li> <li>• Very poor communication with others.</li> <li>• Safely apply basic techniques, strategies and/or compositional ideas demonstrating very limited control in their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation is brief and supported with little evidence.</li> <li>• Evaluates the strengths and weaknesses of their own/a peers physical fitness, with inaccurate and incomplete work for each fitness tests.</li> <li>• Gives very little, inaccurate or no justification in their analysis of the importance of the different components of fitness for their chosen activity.</li> <li>• Gives a very simple overview of a limited number of key skills required for their chosen activity.</li> <li>• Makes very little/no attempt to assess their own/a peers strengths and weaknesses of their skills in their chosen activity.</li> <li>• Gives very little, poor or no movement analysis and classification of skill. The learner produces a very limited action plan containing:</li> <li>• Extremely limited identification of the skill/component of fitness being improved with very limited / poor justification based on their analysis of performance.</li> <li>• A extremely limited understanding of the principles of training.</li> <li>• Extremely few drills and practices.</li> <li>• Extremely limited evidence of SMART goal setting is present.</li> <li>• Overall understanding of the element chosen to improve is very weak. Interpret a very limited range of information about performance to draw very few simple conclusions.</li> </ul>