

Assessment Pathway - PHYSICAL EDUCATION

	PRACTICAL PERFORMANCE	KNOWLEDGE AO1, AO2 and AO3	CHARACTER
WT2 (-1)	<p>ENTRY Can perform a few basic skills with limited accuracy.</p> <p>Involvement in the game is evident but demonstrates little understanding of the full game/performance.</p>	<p>ENTRY Comment on performance with support. I know several warm up activities including stretches. I recognise that there are different components of fitness.</p>	<p>ENTRY I rarely volunteer to become a leader. I have to be prompted to communicate effectively with my peers or teachers. Occasionally I demonstrate effort when participating.</p>
WT3 (0)	<p>ISOLATED SKILLS Perform simple skills in isolation, accuracy is sporadic.</p> <p>Basic footwork/movement is demonstrated when performing in games or demonstrating a routine.</p>	<p>RECOGNITION Comment on performance using prompts and key words. Have a basic understanding of why we warm up. Recognise physiological changes to the body during physical activity. Know how to take your pulse.</p>	<p>BASICS I demonstrate positive behaviour and attitude towards Physical Education. Focus is sometimes lost but I'm involved in the activities. I demonstrate basic communication skills but my social skills limit teamwork.</p>
1	<p>REPLICATION Replicate basic skills and techniques in a practice situation, occasionally demonstrating quality and control.</p>	<p>COMMENT Comment on performance, recognising a good or poor performance. Identify 2 phases of a warm up. Give simple physiological reasons why we warm up before physical activity. Know how to calculate maximum HR.</p>	<p>ENGAGED I demonstrate a positive attitude and I exert effort in my favourite activities in Physical Education. Within my favourite activities I'm involved and engaged in all tasks and discussions.</p>

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2	<p>CORRECT TECHNIQUE Demonstrate basic skills using the correct technique in practice situations under no pressure.</p>	<p>IDENTIFY Can identify WWW & AFD when observing performances. Identify components of fitness from definitions. Identify components of the FITT principle. Use the Borg Scale to measure exercise intensity. Participate in a variety of fitness tests adhering to the protocol.</p>	<p>POSITIVE Demonstrate a consistently positive behaviour and attitude towards PE. Able to officiate a game or judge a performance. Can keep score during a range of games. Demonstrate basic communication skills (verbal/non-verbal) in a leadership situation.</p>
3	<p>LINKING SKILLS Link different basic skills together showing precision and control in practices. Successfully selects and uses appropriate skills on some occasions.</p>	<p>DESCRIBE Can describe WWW & AFD when observing performances. Describe components of fitness using key terminology. Define the components of the FITT principle. Describe a variety of training methods for Aerobic Endurance, Strength, Speed & Flexibility. Participate in a range of fitness tests, know what equipment is required & identify the pre-test procedures.</p>	<p>RESPECTFUL Show respect and support for fellow participants. Start to take responsibility of my own development and success. CONFIDENCE Can lead one part of a 2 part warm up. Work with peers to set up activities within a session and play a role in encouraging others. Confident at 1 role (coach, recorder, manager, official)</p>
4	<p>CONSISTENCY Combine different basic skills & techniques. Demonstrate precision & control in competitive situations. Successfully selects and uses appropriate skills during competition.</p>	<p>LINK Can describe WWW & AFD when observing performances, using some key terminology and teaching points. Describe components of fitness using key terminology and link them to specific sports. Define the additional principles of training. Accurately link training methods to components of fitness / sports. Accurately describe the test protocol for a range of fitness tests. Link fitness tests to components of fitness.</p>	<p>TEAM WORKER Work effectively in a team. Know when to include others and work cooperatively and seeks to help and encourage less confident students. MANAGER Lead a 2 part warm up. Confident in 2 roles (coach, recorder, manager, official) Demonstrate organisational and communication skills.</p>

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5	<p>UNDER PRESSURE Consistently show precision, control & fluency even when under pressure.</p> <p>Starting to attempt advanced skills. Decisions made can influence different situations in competition.</p>	<p>EXPLAIN Explain why one student is different / similar to another using key terminology and teaching points for a variety of sports. Explain how different components of fitness are required for different sports. Describe a range of additional principles of training. Explain how to use a variety of training methods to develop specific components of fitness (Aerobic Endurance, Strength, Speed & Flexibility). Explain how to conduct a range of fitness tests.</p>	<p>DETERMINATION Set an example to others in lessons and competitive games. Demonstrates enthusiasm and commitment in a range of physical activities. Very fair in competition and is gracious in defeat. Has potential to captain a club.</p> <p>ORGANISER Can run a 2 part warm up and a small skill practice with smaller/familiar groups or peers. Confident in 3 roles (coach, recorder, manager, official) Show some motivational qualities and resilience to solve problems.</p>
6	<p>ORIGINALITY Demonstrate advanced skills in performances. Show originality.</p> <p>Decisions made can control the opponent's actions.</p>	<p>ANALYSE Can analyse skills, techniques and use of tactics. When analysing, you can explain the cause and impact on performance. Analyse the use of different training methods for a given sports performer. Discuss reliability issues with a range of fitness tests.</p>	<p>INDEPENDENCE Independently take responsibility for your own improvement in performances. Understand and demonstrate how to act/behave in different sports and know the difference between gamesmanship and sportsmanship.</p> <p>LEADER Plan & lead larger groups of students (1/2 Class) Confident in 4 roles (coach, recorder, manager, official) Sessions improve the performance of individuals or group.</p>

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7	<p>DICTATE</p> <p>Use a full range of skills to dictate the play. Decisions are made using advanced tactics.</p>	<p>EVALUATE</p> <p>When analysing, refer to the cause, impact and consequence on performance. Provides detailed advice on how to improve. Explain how the additional principles of training impact fitness training. Discuss factors that can affect the reliability and validity of a range of fitness tests.</p>	<p>EXCELLENCE</p> <p>Inspire others with your sporting performances by being a positive role model.</p> <p>FACILITATOR</p> <p>Lead a set of leaders / full class Adapt to changing situations Evaluate the outcome of event/session and plan for improvement.</p>
8	<p>EXCELLING</p> <p>Use a full range of skills (including advanced skills) to dictate the play in inter school fixtures. Decision making positively affects the performance of team mates.</p>	<p>SMART</p> <p>When analysing performance, refer to the cause, impact and consequence on performance. As well as providing detailed advice on how to improve, use SMART targets and justify the drills/practices you choose. Discuss how principles of training can be applied to training programmes, using examples from a range of sports.</p>	<p>SENIOR LEADER</p> <p>Inspires other Young Leaders. Adapt to changing situations within a session or event. Extremely confident when delivering sessions / events. Evaluate the outcome of event/session and plan for improvement.</p>
9	<p>ELITE PERFORMER</p> <p>Use a full range of skills (including advanced skills) to dictate the play performing at County level. Decision making positively affects the performance of team mates.</p>	<p>CRITICALLY EVALUATE</p> <p>When analysing performance, refer to the cause, impact and consequence on performance. As well as providing detailed advice on how to improve, use SMART targets and justify the drills/practices you choose. Critically evaluate the use of principles of training and training methods in the application of a training programme.</p>	<p>COACH</p> <p>Inspires other Young Leaders. Actively coaches outside of school. Working towards gaining NGB qualifications.</p>