

**Physical Education**

**Year 7**

GFS Assessment Level	Assessment Criteria				
	Skills	Leadership and Teamwork	Tactics	Effects of Exercise	Observation & Analysis
M2	<ul style="list-style-type: none"> <li>I can perform effectively with ease and fluidity over a period of time.</li> <li>I can link skills consistently within game situations, which generate a good outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform effective leadership skills and good knowledge in many activities of a warm-up, skill development and a cool down.</li> <li>I can apply good communication skills to most types of groups.</li> <li>I can relate to students of all abilities and gender effectively.</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit very good tactics within a team and individual activity to outwit my opponent(s).</li> <li>I can control the flow of the activity with good tactical awareness.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse the effects of exercise on three body systems using appropriate examples.</li> <li>I can explain a healthy, active lifestyle using at least 6 components of fitness independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and compare a performance and explain most of the strengths and weaknesses with a good level of detail.</li> <li>I can evaluate performance and recommend improvements with a good level of detail in skills and game situations/performances.</li> </ul>
M1	<ul style="list-style-type: none"> <li>I can implement skills to a good level in competitive environments.</li> <li>I can link skills regularly. I can use skills at a good</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate an effective level of leadership skills with two of the following three areas covered (warm-up; skill</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit effective tactics within either a team or an individual activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse the effects of exercise on two body systems with some examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and compare a performance and explain most of the strengths and weaknesses with an adequate level of detail.</li> </ul>

	<p>level which generates a positive outcome.</p>	<p>development; cool down).</p> <ul style="list-style-type: none"> <li>I can demonstrate an effective level of communication to some groups.</li> <li>I can relate to students of a particular ability and or gender. (E.g. I can relate to a group of students that are a lower ability to my own.)</li> </ul>	<ul style="list-style-type: none"> <li>I can control the flow of the activity with good tactical awareness.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain a healthy, active lifestyle, using at least five components of fitness independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and describe a performance and identify improvements to an adequate level of detail for a skill and game situation/performance.</li> </ul>
S3	<ul style="list-style-type: none"> <li>I can begin to link various skills with varying degrees of precision and control.</li> <li>I can reproduce these skills to perform at a good level which generates a positive outcome but shows some errors.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate an effective level of leadership skills in either a warm-up, skill development or a cool down with no teacher support.</li> <li>I can relate confidently to students either of the same ability or gender.</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit reasonable tactics within a team or an individual activity.</li> <li>I can control the flow of the activity with student support for tactical advice.</li> </ul>	<ul style="list-style-type: none"> <li>I can define a health, active lifestyle, using at least four components with teacher support.</li> <li>I can identify the effects of exercise on at least two body systems using examples. (E.g. the cardiovascular system – increased heart rate.)</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and describe the strengths and/or weaknesses with an adequate level of detail.</li> <li>I can observe and describe a performance and identify improvements to an adequate level of detail for either a skill or game situation/performance.</li> </ul>

S2	<ul style="list-style-type: none"> <li>I can demonstrate and apply basic skills which show an acceptable level of technique.</li> <li>I can use some skills to influence the outcome of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate some level of leadership skills and some knowledge in either a warm-up; skill development; or cool down with no teacher support.</li> <li>I can show a reasonable level of communication.</li> <li>I can relate to students with the same ability or gender.</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit adequate tactics within a team or an individual activity.</li> <li>I can control the flow of activity with teacher support for tactical advice.</li> </ul>	<ul style="list-style-type: none"> <li>I can define a healthy, active lifestyle with teacher support and define at least three of the fitness components.</li> <li>I can identify the effects of exercise on at least two body systems using examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and identify one strength and one weakness with reasonable detail.</li> <li>I can observe, with teacher support a performance and identify improvements to an adequate level of detail for either a skill or game situation/performance.</li> </ul>
S1	<ul style="list-style-type: none"> <li>I can replicate basic skills which show some technique and some focus on the activity to an adequate standard.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate some leadership skills and some knowledge of activities.</li> <li>I can only apply skill to either a warm-up, skill development or cool down with teacher support.</li> <li>I require additional support either through peer or teacher. I can work well in large groups.</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit some tactics within a team or an individual activity with advice from students or teachers.</li> <li>I can control the flow of the activity using teacher and students for tactical advice.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the effects of exercise on one body system using one example.(E.g. the muscular system – muscle contract more when exercising.)</li> <li>I can define a healthy, active lifestyle with teacher support and define at least two of the fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and identify one strength and one weakness with minimal detail with teacher support.</li> <li>I can observe with teacher support a performance and identify two improvements for either a skill or game situation/performance.</li> </ul>

D2	<ul style="list-style-type: none"> <li>I can perform basic skills which show one or two techniques relating to the activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate one leadership skill with peer/teacher support.</li> <li>I require continual support from peer/teacher.</li> <li>I can work in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to demonstrate understanding of basic tactics, when prompted by a teacher/peer.</li> <li>I can guide the flow of the activity using teacher and students for the majority of my advice.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify one body system.(E.g. the muscular system)</li> <li>I can define a healthy, active lifestyle with teacher support and can identify and define at least one of the components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe with minimal teacher support a performance and identify one improvement for either a skill or game situation/performance.</li> </ul>
D1	<ul style="list-style-type: none"> <li>I can demonstrate some basic skills which show one or two techniques relating to the activity occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>I can show some leadership skills, only when supported by a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate some understanding of tactics when prompted by peer/teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can define a healthy, active lifestyle with teacher support and can identify at least one of the components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and identify one strength or weakness if prompted.</li> </ul>
E2	<ul style="list-style-type: none"> <li>I can show one or two skills during an activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can give instructions to teammates when prompted by a teacher.</li> <li>I can work with a partner independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can guide the flow of the activity sometimes, however I need the support of a teacher or students.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe one benefit of lifelong participation in physical activity with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe with teacher support, and identify one strength for either a skill or game situation.</li> </ul>

E1	<ul style="list-style-type: none"><li>• I can show a skill during an activity that has little impact.</li></ul>	<ul style="list-style-type: none"><li>• I can work with a partner when prompted by a teacher.</li></ul>	<ul style="list-style-type: none"><li>• I can identify a tactic, but I'm unable to apply it in a game.</li></ul>	<ul style="list-style-type: none"><li>• I can identify a change in the body when I begin to exercise.</li></ul>	<ul style="list-style-type: none"><li>• I can identify a skill when watching a drill or game situation/performance.</li></ul>
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