

Physical Education

Year 9

GFS Assessment Level	Assessment Criteria				
	Skills	Leadership and Teamwork	Tactics	Effects of Exercise	Observation & Analysis
M2	<ul style="list-style-type: none"> I can apply two or three advanced skills with ease and fluidity over a period of time. I can link these skills in game situations which generate an exceptional standard of outcome. 	<ul style="list-style-type: none"> I can apply advanced leadership skills and knowledge of activity in a warm-up, skill development and a cool down with complete control over the group. I can apply different communication skills (verbal/non-verbal) to all types of groups. I can relate to students of all abilities and gender with ease and proficiency. 	<ul style="list-style-type: none"> I can exhibit advanced tactics within a team and individual activity to outwit my opponent(s). I can control the flow of the activity with my excellent tactical awareness. 	<ul style="list-style-type: none"> I can define a healthy, active lifestyle with excellent, detailed use of at least six components of fitness. I can analyse the effects of exercise on at least 3 body systems with excellent examples. (E.g. – nervous system – When exercising, the nervous system identifies an increase in body temperature. To control this, it produces sweat to cool us down so we can 	<ul style="list-style-type: none"> I can observe and compare a performance and explain the strengths and weaknesses with accurate detail in drills and game situations. I can evaluate performance and recommend improvements with accurate detail in all drills and game situations.

				perform for longer.	
M1	<ul style="list-style-type: none"> I can apply two or three advanced skills over a period of time. I can link these skills regularly in game situations, which generates an effective outcome. 	<ul style="list-style-type: none"> I can demonstrate effective leadership skills and knowledge of activity with confidence, in a warm-up, skill development and a cool down. I can demonstrate different communication skills (verbal/non-verbal) to the majority of groups easily. I can relate to students of all abilities and gender with ease. 	<ul style="list-style-type: none"> I can exhibit exceptional tactics within a team and individual activity to outwit my opponent(s). I can control the flow of the activity with my exceptional awareness. 	<ul style="list-style-type: none"> I can define a healthy, active lifestyle, using at least 6 components of fitness, with detailed examples. I can analyse the effects of exercise on at least three body systems, with detailed examples. (E.g. the respiratory system when exercising, we breathe deeper meaning we get rid of more carbon dioxide in the body and breath in more oxygen to provide energy for the working muscles). 	<ul style="list-style-type: none"> I can observe and compare a performance and explain the strengths and weaknesses with very good detail. I can evaluate performance and recommend improvements with accurate detail in most of the skills and game situations/performances.
S3	<ul style="list-style-type: none"> I can perform effectively with ease and fluidity over a period of time. 	<ul style="list-style-type: none"> I can perform effective leadership skills and good knowledge in many activities of a warm- 	<ul style="list-style-type: none"> I can exhibit very good tactics within a team and individual activity to outwit my opponent(s). 	<ul style="list-style-type: none"> I can analyse the effects of exercise on three body systems using 	<ul style="list-style-type: none"> I can observe and compare a performance and explain most of the strengths and weaknesses with a good level of detail.

	<ul style="list-style-type: none"> I can link skills consistently within game situations, which generate a good outcome. 	<ul style="list-style-type: none"> up, skill development and a cool down. I can apply good communication skills to most types of groups. I can relate to students of all abilities and gender effectively. 	<ul style="list-style-type: none"> I can control the flow of the activity with good tactical awareness. 	<ul style="list-style-type: none"> appropriate examples. I can explain a healthy, active lifestyle using at least 6 components of fitness independently. 	<ul style="list-style-type: none"> I can evaluate performance and recommend improvements with a good level of detail in skills and game situations/performances.
S2	<ul style="list-style-type: none"> I can implement skills to a good level in competitive environments. I can link skills regularly. I can use skills at a good level which generates a positive outcome. 	<ul style="list-style-type: none"> I can demonstrate an effective level of leadership skills with two of the following three areas covered (warm-up; skill development; cool down). I can demonstrate an effective level of communication to some groups. 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. 	<ul style="list-style-type: none"> I can exhibit effective tactics within either a team or an individual activity. I can control the flow of the activity with good tactical awareness. 	<ul style="list-style-type: none"> I can analyse the effects of exercise on two body systems with some examples. I can explain a healthy, active lifestyle, using at least five components of fitness independently. 	<ul style="list-style-type: none"> I can observe and compare a performance and explain most of the strengths and weaknesses with an adequate level of detail. I can observe and describe a performance and identify improvements to an adequate level of detail for a skill and game situation/performance.
S1	<ul style="list-style-type: none"> I can begin to link various 	<ul style="list-style-type: none"> I can demonstrate an effective level of 	<ul style="list-style-type: none"> I can exhibit reasonable 	<ul style="list-style-type: none"> I can define a health, active 	<ul style="list-style-type: none"> I can observe and describe the strengths

	<p>skills with varying degrees of precision and control.</p> <ul style="list-style-type: none"> I can reproduce these skills to perform at a good level which generates a positive outcome but shows some errors. 	<p>leadership skills in either a warm-up, skill development or a cool down with no teacher support.</p> <ul style="list-style-type: none"> I can relate confidently to students either of the same ability or gender. 	<p>tactics within a team or an individual activity.</p> <ul style="list-style-type: none"> I can control the flow of the activity with student support for tactical advice. 	<p>lifestyle, using at least four components with teacher support.</p> <ul style="list-style-type: none"> I can identify the effects of exercise on at least two body systems using examples. (E.g. the cardiovascular system – increased heart rate.) 	<p>and/or weaknesses with an adequate level of detail.</p> <ul style="list-style-type: none"> I can observe and describe a performance and identify improvements to an adequate level of detail for either a skill or game situation/performance.
D2	<ul style="list-style-type: none"> I can demonstrate and apply basic skills which show an acceptable level of technique. I can use some skills to influence the outcome of the activity. 	<ul style="list-style-type: none"> 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. I can show a reasonable level of communication. I can relate to students with the same ability or gender. 	<ul style="list-style-type: none"> I can exhibit adequate tactics within a team or an individual activity. I can control the flow of activity with teacher support for tactical advice. 	<ul style="list-style-type: none"> I can define a healthy, active lifestyle with teacher support and define at least three of the fitness components. I can identify the effects of exercise on at least two body systems using examples. 	<ul style="list-style-type: none"> I can observe and identify one strength and one weakness with reasonable detail. 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.
D1	<ul style="list-style-type: none"> I can replicate basic skills which show 	<ul style="list-style-type: none"> I can demonstrate some leadership skills 	<ul style="list-style-type: none"> I can exhibit some tactics within a team or 	<ul style="list-style-type: none"> I can identify the effects of exercise on one 	<ul style="list-style-type: none"> I can observe and identify one strength and one weakness with

	<p>some technique and some focus on the activity to an adequate standard.</p>	<p>and some knowledge of activities.</p> <ul style="list-style-type: none"> • I can only apply skill to either a warm-up, skill development or cool down with teacher support. • I require additional support either through peer or teacher. I can work well in large groups. 	<p>an individual activity with advice from students or teachers.</p> <ul style="list-style-type: none"> • I can control the flow of the activity using teacher and students for tactical advice. 	<p>body system using one example.(E.g. the muscular system – muscle contract more when exercising.)</p> <ul style="list-style-type: none"> • I can define a healthy, active lifestyle with teacher support and define at least two of the fitness components. 	<p>minimal detail with teacher support.</p> <ul style="list-style-type: none"> • I can observe with teacher support a performance and identify two improvements for either a skill or game situation/performance.
E2	<ul style="list-style-type: none"> • I can perform basic skills which show one or two techniques relating to the activity. 	<ul style="list-style-type: none"> • I can demonstrate one leadership skill with peer/teacher support. • I require continual support from peer/teacher. • I can work in small groups. 	<ul style="list-style-type: none"> • I can begin to demonstrate understanding of basic tactics, when prompted by a teacher/peer. • I can guide the flow of the activity using teacher and students for the majority of my advice. 	<ul style="list-style-type: none"> • I can identify one body system.(E.g. the muscular system) • I can define a healthy, active lifestyle with teacher support and can identify and define at least one of the components of fitness. 	<ul style="list-style-type: none"> • I can observe with minimal teacher support a performance and identify one improvement for either a skill or game situation/performance.
E1	<ul style="list-style-type: none"> • I can show one or two skills during an activity. 	<ul style="list-style-type: none"> • I can give instructions to teammates when prompted by a teacher. 	<ul style="list-style-type: none"> • I can guide the flow of the activity sometimes, however I need 	<ul style="list-style-type: none"> • I can describe one benefit of lifelong participation in physical activity 	<ul style="list-style-type: none"> • I can observe with teacher support, and identify one strength for either a skill or game situation.

		<ul style="list-style-type: none">• I can work with a partner independently.	the support of a teacher or students.	with teacher support.	
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