



		Descriptors							
Strand	A	B	C	D	E	F	G	H	I
<b>A01</b> Knowledge and understanding	The learner has developed a <b>foundation</b> of theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The student has acquired a <b>developing</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The student has acquired an <b>emerging</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The learner has developed <b>competent</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The learner has developed <b>secure</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The student has established a <b>good</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The learner has developed <b>very good</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The candidate has developed an <b>excellent</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:	The candidate has developed an <b>expert</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:
	Theory content includes the following topics: <ul style="list-style-type: none"> <li>Anatomy and physiology * Movement analysis * physical training</li> <li>Health, fitness and well-being * Sport psychology * socio cultural influences</li> </ul>								
<b>A02</b> Application of sporting knowledge	The learner can refer to limited <b>foundation</b> knowledge and understanding, which they attempt to apply to a given sporting situation.	The student is able to briefly apply <b>developing</b> knowledge and understanding to a given sport or activity.	The student is able to apply <b>emerging</b> knowledge and understanding to a given sport or activity.	The learner can <b>competently</b> apply knowledge to an appropriate sporting situation.	The learner has developed <b>secure</b> knowledge when applying it to an appropriate sporting situation.	The candidate can apply a <b>good</b> level of detailed and accurate knowledge and understanding to a range of specific sporting scenarios.	The learner is able to apply <b>very detailed</b> knowledge and understanding, whilst making appropriate links to a variety of specific sporting scenarios.	The student is able to apply an <b>excellent</b> and thorough depth of knowledge, which is appropriately applied to a variety of relevant and specific sporting examples.	The student is able to apply an <b>expert</b> and thorough depth of knowledge, which is appropriately applied to a variety of relevant and specific sporting examples.
<b>A03</b> Analysis and evaluation of sporting concepts/performance	The learner can apply a <b>fundamental</b> use of key words within a limited attempt to analyse or evaluate a performance or key sporting concept, however, justification is often weak.	The student is <b>developing</b> use of key words to help them appropriately analyse or evaluate a performance. The learner will make an attempt to compare concepts and make justifications.	The student has an <b>emerging</b> ability to make use of key words to appropriately analyse or evaluate a performance or sporting concept. The learner will make an attempt to compare concepts and make justifications.	The learner is able to make a <b>competent</b> analysis and evaluation of a sporting performance or key sporting concepts. They can successfully interpret performances, making accurate comparisons and judgements.	The learner is able to make a <b>secure</b> and detailed analysis and evaluation of a sporting performance or key sporting concepts. They can successfully interpret performances, making accurate comparisons and judgements.	The candidate is able to make thoughtful and accurate analysis and evaluation of a sporting performance or concept, whilst making clear reference the key words. The learner will have <b>good</b> interpretation of the situation with which they are presented, making well-argued points and clearly justified recommendations.	The learner demonstrates <b>very good</b> interpretation, analysis and evaluation of sporting performance/concepts. This includes a well-argued evaluation with a justified recommendations and good depth.	The candidate demonstrates <b>excellent</b> and thorough interpretation and analysis of sporting performance/key concepts, coupled with a sophisticated evaluation which provides depth and justified recommendations to improve future performances.	The candidate demonstrates <b>expert</b> and thorough interpretation and analysis of sporting performance/key concepts, coupled with a sophisticated evaluation which provides depth and justified recommendations to improve future performances.
<b>A04</b> Demonstration of <u>skills</u> and <u>technique</u>	The performer demonstrates a <b>foundation</b> level of skills, techniques and decision making during practice situations. There is some evidence of precision, control and fluency when performing the core skills, but this is not always effective applied during competitive situations. There is an understanding of what needs to be done to improve and with help this is acted upon.	The performer demonstrates a <b>developing</b> level of skills, techniques and decision making during practice situations and these are occasionally applied to competitive situations. There is a developing precision, control and fluency when performing the core skills. Core skills are performed consistently well. There is evidence of independently improving performance based on feedback given.	The performer demonstrates an <b>emerging</b> level of skills, techniques and decision making during practice situations and these are sometimes competitive situations. There is a developing precision, control and fluency when performing the core skills. Core skills are performed consistently well. There is evidence of independently improving performance based on feedback given.	The performer demonstrates a <b>competent</b> level of core skills, techniques and decision making during practice situations. Advanced skills are acknowledged and being used on occasion. There is an understanding of what needs to be done to improve and with help this is acted upon	The performer demonstrates a <b>secure</b> level of core skills, techniques and decision making during practice situations. Advanced skills are acknowledged and being used more regularly. There is an understanding of what needs to be done to improve and with help this is acted upon	The performer demonstrates a <b>good</b> level of core skills, techniques and decision making during both practice and competitive situations. Advanced skills are developing and being used effectively in isolation. There is precision, control and fluency in performance. There is also an understanding of what needs to be done to improve and this is acted upon	The performer demonstrates a <b>very good</b> level of advanced skills, techniques and decision making. These are evident in practice and competitive situations, where the performer is able to adapt effectively to changes in the competition to effectively dominate an opponent.	The performer demonstrates an <b>excellent</b> level of core and advanced skills, techniques and decision making. These are consistently used in practice and competitive situations and show full fluency, accuracy and precision. Learners are able to apply observational and evaluation skills with success in order to develop future performances.	The performer demonstrates an <b>expert</b> level of core and advanced skills, techniques and decision making. These are consistently used in practice and competitive situations and show full fluency, accuracy and precision. Learners are able to apply observational and evaluation skills with success in order to develop future performances.
<b>A04</b> Understanding of <u>tactics</u> and <u>strategies</u>	The learner has a <b>foundational</b> appreciation and occasional application of the strategies and tactics required for practice situations	The learner has a <b>developing</b> understanding and application of the strategies and tactics required for practice situations, with occasional application during competitive situations.	The learner has an <b>emerging</b> understanding and application of the strategies and tactics required for practice situations, with some application during competitive situations.	The learner has a <b>competent</b> understanding and application of the tactics and strategies required for practice situations with limited application/success during competitive situations.	The learner has a <b>secure</b> understanding and consistent application of the tactics and strategies required for practice situations with limited application/success during competitive situations.	The learner has a <b>good</b> understanding and consistent application of the tactics and strategies required for practice situations, whilst developing accurate use of these approaches in competitions situations.	The learner has a <b>very good</b> understanding and is able to consistently and accurately apply tactics and strategies to successfully affect the outcome of a competitive situation.	The learner has demonstrated an <b>excellent</b> and in depth analysis of strategies to gain success. Furthermore, they consistently apply tactics and strategies to gain a competitive advantage over their opponent.	The learner has <b>expertly</b> use In depth analysis of strategies to gain success. Furthermore, they consistently apply tactics and strategies to gain a competitive advantage over their opponent.



## Key Stage 3 PE Assessment Grid

Year 7		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	A	A-B
Intermediate	B	B-C
Higher	B-C	C-D

Year 8		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	B-C	B-C
Intermediate	C-D	D-E
Higher	D-E	E-F

Year 9		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	C-D	C-D
Intermediate	E-F	E-F
Higher	F-G	G-H

### KS3 PE curriculum overview

Queen's Park High School physical education department shares the purpose of the National curriculum in England which states:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- ✓ develop competence to excel in a broad range of physical activities
- ✓ are physically active for sustained periods of time
- ✓ engage in competitive sports and activities
- ✓ lead healthy, active lives.

In Key stages 3, we deliberately place an emphasis on the importance of practical aspects of physical education, so that students can develop the skills and attributes underlined above by the national curriculum. That said, we also recognise the need to prepare students for the knowledge they will require at key stage 4. Therefore, the assessment objectives (AO) for KS3 (below) make a direct link to the demands of the GCSE.

In KS3 PE, the majority of our assessments link to the practical criteria (AO4), as we feel this is the best way to meet the demands of the national curriculum and also inspire students. This will be assessed via learning cycles after each activity.

It is important to note that many of the assessment criteria have theoretical connotations (particularly linked to AO1, AO2 and AO3). The knowledge and skills for these will be addressed as part of the practical classes and knowledge will be further developed through set homework. Some of the assessment will also take place during practical lessons via verbal conversations and practical demonstrations of understanding. In addition, these may be assessed by written activities. Whilst we hold the importance of developing these theoretical skills in high regard, the assessment for these learning objectives will be less frequent. This will take the form of a theoretical assessment prior to IA1 and the same theoretical assessment prior to IA2. This will allow us to track student progress.

This is a conscious decision to maximise the time given for students to engage in practical development of their sporting knowledge, whilst recognising the need to prepare students for the demands of KS4.