



Hillside High School

Wade Deacon Trust



KEY STAGE 3 Y7 - Y9



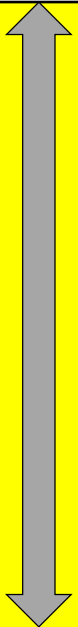
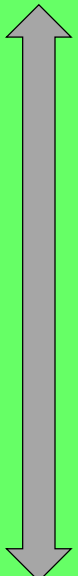
ASSESSMENT STEPS



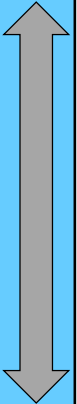
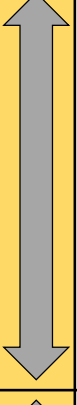
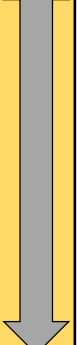
(Physical Education)

“Excellence in the Heart of the Community”

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

Key Stage 3 Descriptors	Me in PE		
	Physical Me (Skill Application)	Thinking Me (Knowledge & Understanding)	Healthy Me (Physical/Emotional/Social Wellbeing)
	<p align="center">Excelling + <i>(Projected Grade 9 at GCSE)</i></p> 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate all core skills and advanced skills under competitive pressure with high levels of success and finesse. Demonstrate very high levels of consistency when performing skills with excellent accuracy, control and fluency. Be a key influence on the outcome of performances practically and verbally. Show decision making under pressure is effective with appropriate selection of skills as well as tactics. Effectively enforces the laws of the game as an official (Umpire/referee/line judge/service judge). Use alternative skills when under pressure effectively to outwit an opponent. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate an excellent understanding of team tactics and demonstrates when and where to apply these in performance effectively in all sports studied. Demonstrate very good understanding of the rules/regulations in all sports studied. Comprehensively explain the components and benefits of a warm up and cool down referring to lactic acid build up and muscle pliability. Comprehensively explain the role of blood vessels when transporting blood around the body during exercise including the relevant organs in the body. Demonstrate an excellent understanding of the fitness components and how they are used/measured in all sports/activities that are studied. Identify multiple strengths and weaknesses in their own performance as well as others and how to improve. Compare own and others performances against normative data and discuss the comparisons.
<p align="center">Mastering + <i>(Projected Grades 6 - 8 at GCSE)</i></p> 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate all core skills and advanced skills under competitive pressure with high levels of success. Demonstrate high levels of consistency when performing skills with excellent accuracy, control and fluency. Be a key influence on the outcome of performances. Show decision making under pressure is effective with appropriate selection of skills. Effectively enforces the laws of the game as an official (Umpire/referee/line judge/service judge). 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate an excellent understanding of team tactics and demonstrates when and where to apply these in performance effectively. Demonstrate very good understanding of the rules/regulations of a wide range of sports. Comprehensively explain the components and benefits of a warm up and cool down. Comprehensively explain the role of blood vessels when transporting blood around the body during exercise. Demonstrate an excellent understanding of the fitness components and how they are used/measured in a wide range of sports. Identify multiple strengths and weaknesses in their own performance as well as others with some guidance on how to improve. Provide methods of improvement for areas of weakness during peer assessment. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate excellent levels of physical fitness (Cardiovascular endurance, muscular strength, agility, speed, balance, power, coordination, reaction time). Achieve a high level of composure and focus throughout performance. Explain how PE is linked to their overall physical, emotional and social wellbeing. Communicate and cooperates effectively with others. Show excellent leadership skills during performances. Provide different methods of improvement during coaching and analysis.

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

Key Stage 3 Descriptors	Me in PE		
	Physical Me (Skill Application)	Thinking Me (Knowledge & Understanding)	Healthy Me (Physical/Emotional/Social Wellbeing)
	<p align="center">+ - Securing (Projected Grades 3 - 5 at GCSE)</p> 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate most core skills under competitive pressure and some advanced skills for the activity in isolation. Perform core skills with a good standard of accuracy, control and fluency. Perform advanced skills with some consistency. Successfully select and uses appropriate skills on many occasions. Enforce the basic laws of the game/activity with authority and confidence. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate a good understanding of team tactics and can demonstrate this in application on some occasions. Demonstrate good understanding of the rules/regulations of most sports. Explain the components and benefits of a warm up and cool down. Explain how blood is transported around the body during exercise with limited usage of key words. Demonstrate a good understanding of most of the fitness components and how they are used/measured in most sports. Identify strengths and weaknesses in their own performance.
<p align="center">+ - Developing (Projected Grades 1 - 2 at GCSE)</p> 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate some core skills under competitive pressure and in isolation. Perform advanced skills with some standard of accuracy, control and fluency. Perform advanced skills with limited standards of accuracy, control and fluency. Select and use appropriate skills on some occasions. State the basic laws of the game/activity with some confidence. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate a limited understanding of team tactics and can demonstrate some of this. Demonstrate some understanding of the rules of most sports studied. Describe the components and benefits of a warm up and cool down. Describe how blood is transported around the body using some key words. Demonstrate a limited understanding of most of the fitness components. Identify strengths in their own performance with help from others/teacher. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate fair levels of physical fitness (Cardiovascular endurance, muscular strength, agility, speed, balance, power, coordination, reaction time). Display some levels of composure and focus throughout performance. Show a limited understanding of how PE can benefit their health. Communicate with some peers during performances with limited instruction. Show limited leadership skills during performances/warm ups/cool downs.
<p align="center">+ - Emerging (Below GCSE Grading)</p> 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate some core skills for the activity in isolation and under pressure. Attempt some advanced skills but lack accuracy and fluency. Demonstrate limited skill selection/decision making is attempted but lacks accuracy. Notice few laws of the game/activity and requires support when enforcing them. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate limited awareness of the rules/regulations in the majority of sports. Show some understanding of team tactics but application lacks accuracy. State the basic purpose of a warm up/cool down. Identify some components of fitness but not always in relation to the sport/activity. Identify basic strengths in their own performance. 	<p>Students can:</p> <ul style="list-style-type: none"> Demonstrate limited levels of physical fitness (Cardiovascular endurance, muscular strength, agility, speed, balance, power, coordination, reaction time). Demonstrate limited communication with others using body language or verbal communication. Show a limited understanding of the link between exercise and health/wellbeing. Demonstrate limited leadership skills in warm ups/cool downs with support from a partner/teacher.



Hillside High School

Wade Deacon Trust



KEY STAGE 4

Y10 - Y11



ASSESSMENT STEPS



(Cambridge Nationals
Sport Studies)

“Excellence in the Heart of the Community”

Descriptors of Key Knowledge Skills and Understanding for Key Stage 4

Key Stage 4 Descriptors	Cambridge Nationals Sport Studies R052 – Developing Sports Skills			
	LO1 – Be able to use skills, techniques, and tactics/strategies/compositional ideas as an individual performer in a sporting activity.	LO2 – Be able to use skills, techniques, and tactics/strategies/compositional ideas as a team performer in a sporting activity.	LO3 – Be able to officiate in a sporting activity.	LO4 – Be able to apply practice methods to support improvement in a sporting activity.
	<p>MB3 <i>(Level 2 Distinction – Level 2 Distinction*)</i></p> <p>Demonstrates advanced application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions.</p> <p>Ability to maintain performance is consistent and confident.</p> <p>(12-15 Marks)</p>	<p>Demonstrates advanced application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions.</p> <p>Awareness of role within/contribution to the team is well developed.</p> <p>(12-15 Marks)</p>	<p>Demonstrates advanced officiating skills in the sporting activity selected.</p> <p>Rules and regulations are applied in complex situations, most of which are accurate and consistent.</p> <p>Communication and use of signals is clear and confident.</p> <p>(12-15 Marks)</p>	<p>The review of their performance is detailed in most aspects.</p> <p>The application of practice methods is considered and addresses most of the areas and skills where improvement is needed.</p> <p>Understanding of how to measure improvement is comprehensive.</p> <p>(12-15 Marks)</p>
<p>MB2 <i>(Level 2 Pass – Level 2 Merit)</i></p> <p>Demonstrates effective application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency.</p> <p>Ability to maintain performance is consistent.</p> <p>(7-11 Marks)</p>	<p>Demonstrates effective application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency.</p> <p>Awareness of role within/contribution to the team is clear.</p> <p>(7-11 Marks)</p>	<p>Demonstrates effective officiating skills in the sporting activity selected.</p> <p>Rules and regulations are applied in common situations, with some accuracy and consistency.</p> <p>Communication and use of signals is clear.</p> <p>(7-11 Marks)</p>	<p>The review of their performance is detailed in some aspects.</p> <p>The application of practice methods is simple and addresses many of the areas and skills where improvement is needed.</p> <p>Understanding of how to measure improvement is detailed.</p> <p>(7-11 Marks)</p>	
<p>MB1 <i>(Level 1 Pass – Level 1 Distinction)</i></p> <p>Demonstrates limited application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making often lacks accuracy and fluency.</p> <p>Ability to maintain performance is inconsistent.</p> <p>(1-6 Marks)</p>	<p>Demonstrates limited application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making often lacks accuracy and fluency.</p> <p>Awareness of role within/contribution to the team is limited.</p> <p>(1-6 Marks)</p>	<p>Demonstrates limited officiating skills in the sporting activity selected.</p> <p>Rules and regulations are applied in simple situations with limited accuracy and consistency.</p> <p>Communication and use of signals is often hesitant.</p> <p>(1-6 Marks)</p>	<p>The review of their performance is basic.</p> <p>The application of practice methods is basic and addresses few of the areas and skills where improvement is needed.</p> <p>Understanding of how to measure improvement is limited.</p> <p>(1-6 Marks)</p>	

Descriptors of Key Knowledge Skills and Understanding for Key Stage 4

Key Stage 4 Descriptors	Cambridge Nationals Sport Studies R053 – Sports Leadership			
	LO1 – Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.	LO2 – Be able to plan a sports activity session	LO3 – Be able to deliver a sports activity session	LO4 – Be able to evaluate own performance in delivering a sports activity session
	<p>Outlines a range of different sports leadership roles and responsibilities associated with them.</p> <p>Identifies the styles and personal qualities which relate to leadership roles in sport.</p> <p>(1-4 Marks)</p>	<p>Produces a detailed and comprehensive session plan which demonstrates thorough consideration of the key requirements for an effective and safe sporting activity session.</p> <p>The session plan is produced independently.</p> <p>Clearly draws upon relevant skills/knowledge/ understanding from other units in the specification. (8-10 Marks)</p> <p>Shows well developed understanding of safety considerations, planning and setting up a suitable risk assessment independently. Corrective action of risks is considered and effective.</p> <p>Provides a thorough explanation of emergency procedures related to the facility and equipment to be used in the session. (7-8 Marks)</p>	<p>Shows a limited awareness of safety considerations. Some teacher support may be required in planning and setting up a suitable risk assessment.</p> <p>Corrective action of risks is basic.</p> <p>Provides a brief outline of emergency procedures related to the facility and equipment to be used in the session.</p> <p>(7-8 Marks)</p>	<p>Demonstrates limited application of skills and knowledge in delivering a sports activity session.</p> <p>Delivery of the session shows limited application of activity specific knowledge, with little awareness of adaptability as the session progresses.</p> <p>Shows a basic appreciation of safe practice at times during the delivery of the session.</p> <p>Communication skills and motivation techniques are hesitant. (13-18 Marks)</p>
<p>Describes a range of sport leadership roles and related responsibilities.</p> <p>Makes links between different roles and the personal qualities and leadership styles of those who undertake them with some accuracy.</p> <p>(5-7 Marks)</p>	<p>Produces an effective session plan which demonstrates appropriate consideration of the key requirements for an effective and safe sporting activity session.</p> <p>Little prompting from the teacher is required in producing the session plan.</p> <p>Draws upon some relevant skills/knowledge/ understanding from other units in the specification. (5-7 Marks)</p> <p>Shows some understanding of safety considerations, requiring little teacher support in planning and setting up a suitable risk assessment. Corrective action of risks is effective.</p> <p>Provides a clear description of emergency procedures related to the facility and equipment to be used in the session. (4-6 Marks)</p>	<p>Shows some understanding of safety considerations, requiring little teacher support in planning and setting up a suitable risk assessment.</p> <p>Corrective action of risks is effective.</p> <p>Provides a clear description of emergency procedures related to the facility and equipment to be used in the session.</p> <p>(4-6 Marks)</p>	<p>Demonstrates effective application of skills and knowledge in delivering a sports activity session.</p> <p>Delivery of the session shows effective application of activity specific knowledge, with some awareness of adaptability as the session progresses.</p> <p>Shows a clear appreciation of safe practice on most occasions during the delivery of the session.</p> <p>Communication skills and motivation techniques are clear. (7-12 Marks)</p>	
<p>Describes a wide range of sports leadership roles and related responsibilities.</p> <p>Makes clear and accurate links between different roles and the personal qualities and leadership styles of those who undertake them.</p> <p>(8-9 Marks)</p>	<p>Produces a basic session plan which demonstrates limited consideration of the key requirements for an effective and safe sporting activity session.</p> <p>Requires some prompting from the teacher in producing the session plan.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification. (1-4 Marks)</p> <p>Shows a limited awareness of safety considerations. Some teacher support may be required in planning and setting up a suitable risk assessment.</p> <p>Corrective action of risks is basic. Provides a brief outline of emergency procedures related to the facility and equipment to be used in the session. (1-3 Marks)</p>	<p>Shows well developed understanding of safety considerations, planning and setting up a suitable risk assessment independently.</p> <p>Corrective action of risks is considered and effective.</p> <p>Provides a thorough explanation of emergency procedures related to the facility and equipment to be used in the session.</p> <p>(1-3 Marks)</p>	<p>Demonstrates advanced application of skills and knowledge in delivering a sports activity session.</p> <p>Delivery of the session shows advanced application of activity specific knowledge.</p> <p>Adapts the session efficiently as it progresses to meet the needs of the participants.</p> <p>Appreciation of safe practice is well developed and evident throughout in both the organisation and supervision of the session.</p> <p>Communication skills and motivation techniques are clear and confident. (1-6 Marks)</p>	

Descriptors of Key Knowledge Skills and Understanding for Key Stage 4

Key Stage 4 Descriptors	Cambridge Nationals Sport Studies R055 – Working in the Sports Industry			
	LO1 – Know the areas of employment within the sports industry	LO2 – Know the skills and knowledge required to work within the sports industry	LO3 – Be able to apply for jobs within the sports industry	LO4 – Understand the impacts which the sports industry has in the UK
MB3 (Level 2 Distinction – Level 2 Distinction*)	Identifies most of the areas of employment within the sports industry supported by a wide range of examples. (5-6 Marks)	Describes in detail the skill and knowledge requirements for a wide range of careers and professions within the sports industry and clearly matches the requirements with specific, relevant job roles. (7-9 Marks)	Identifies a wide range of sources of information regarding job vacancies that are specific to the sports industry. Research into a specific job role within the sports industry is extensive and considers all of the key aspects. (7-9 Marks) Creates a thorough and concise CV that contains considered personal information and is completely relevant to the job role being applied for. Preparation for an interview is extensive, with detailed consideration of research undertaken and potential questions and tasks. Appropriate questions to ask at the interview are planned. (11-15 Marks) Personal career plan is comprehensive, with appropriate use of SMART targets and frequent and relevant references to achievement, skills gaps and training requirements. (7-9 Marks)	Explains in detail a wide range of economic, social and health impacts the sports industry has on the UK supported by clear and insightful examples. Clearly draws upon relevant skills/knowledge/understanding from other units in the specification. (9-12 Marks)
MB2 (Level 2 Pass – Level 2 Merit)	Identifies many of the areas of employment within the sports industry supported by a range of examples. (3-4 Marks)	Describes the skill and knowledge requirements for a range of careers and professions within the sports industry and matches the requirements with mostly relevant job roles. (4-6 Marks)	Identifies a range of sources of information regarding job vacancies, many of which are relevant to the sports industry. Research into a specific job role within the sports industry is detailed and considers most of the key aspects. (4-6 Marks) Creates a detailed CV that contains appropriate personal information and is mostly relevant to the job role being applied for. Preparation for an interview is thorough, with appropriate consideration of research undertaken and potential questions and tasks. Some questions to ask at the interview are identified. (6-10 Marks) Personal career plan is detailed, with appropriate use of SMART targets and references to achievement, skills gaps and training requirements. (4-6 Marks)	Describes a range of economic, social and health impacts the sports industry has on the UK supported by relevant examples. Draws upon some relevant skills/knowledge/understanding from other units in the specification. (5-8 Marks)
MB1 (Level 1 Pass – Level 1 Distinction)	Identifies some of the areas of employment within the sports industry supported by a limited range of examples. (1-2 Marks)	Outlines the skill and knowledge requirements for a limited range of careers and professions within the sports industry and broadly matches the requirements with some job roles. (1-3 Marks)	Identifies a limited range of sources of information regarding job vacancies with some relevance to the sport industry. Research into a specific job role within the sports industry is basic and considers few of the key aspects. (1-3 Marks) Creates a simple CV that contains some appropriate personal information and has limited relevance to the job role being applied for. Preparation for an interview is brief, with limited consideration of research undertaken and potential questions and tasks. (1-5 Marks) Personal career plan is superficial, with limited use of SMART targets and few references to achievement, skills gaps and training requirements. (1-3 Marks)	Outlines a limited range of economic, social and health impacts the sports industry has on the UK supported by basic examples. Draws upon limited skills/knowledge/understanding from other units in the specification. (1-4 Marks)