

Year	GCSE	Physical Education				OAA	Physical Education		
		Games	Dance	Gymnastics	Aquatics		Athletics	Evaluating and Improving	Health and Fitness
1		Throw underarm	Move according to different music	Make their body tense, relaxed, curled and stretched	I can travel forwards for at least 5 metres holding an aid (large board/small board/handle) confidently.		Run 50m without stopping	Say about their actions	Say how their body feels before, during and after an activity
		Roll equipment	Copy simple dance moves	Show control when skipping, jumping, hopping, galloping and running	I can travel backwards for at least 5 metres using an aid (board on chest/on knees/over head) confidently.		Can run at maximum speed	Say about another person's performance.	Say why we warm up.
		Hit a ball with a bat	Perform dance moves	Balance with control, balance in different ways on and off apparatus	I can attempt back paddle arms (cycling backwards one arm then the other)		Uses arms to run faster		
		Move and stop safely	Make up a short dance	Copy and repeat sequence of movements	I can attempt front paddle arms (cycling forward one arm then the other)		Beginning to use opposite arm to legs		
		Run at different speeds and in different directions	Move around space safely	Roll in different ways (sausage roll and forward roll)	I can identify what a straight/streamlined body position should look like (straight body, pointed toes, lock your head between your arms or arms by your side)		Can think about how to start a race		
		Catch with both hands		Climb safely	I can peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using one		2-2 (jump forward)		
		Throw in different ways		Stretch in different ways	I am aware of safety instructions and procedures, I can get in and out of the pool safely.		Attempts to use arms to make jump go further		
		Kick a ball in different ways		Curl in different ways	I can always keep my hands on the wall if I am not swimming		1- 1 (triple jump progression) skip		
					I can push and glide on my front (be a rocket) and on my back (be a soilder)		Throw a beanbag underarm using one hand as far as I can		
			I can put my face in the water and make bubbles for 3 seconds.		Throw a beanbag overarm using one hand as far as I can				
			I can float for 5 seconds		Remember and repeat the throwing action (underarm and overarm)				
2		Use kicking, hitting and rolling in a small sided game	Copy and remember actions	Plan and show a sequence of movements on and off apparatus	I can swim 10 metres on my front and back without stopping.		Can run 100m without stopping	Say the difference between what they did and someone else did	Show how to exercise safely
		Stay in a 'zone' during a game	Dance imaginatively	Show control in a sequence	I can use my arms and legs at the same time when swimming on my front and back		Can sprint 60m as fast as I can	Say a weakness of another person's performance	Say how their body feels during different activities
		Decide where the best place to be is during a game	Change rhythm, speed, level and direction of actions	Use contrast in sequences	I can explain what a straight/streamline body position should look like (straight body, pointed toes, lock your head between your arms or arms by your side)		Can run with baton in my hand and hand it over to my partner but may drop it		Say one component of a healthy active lifestyle.
		Use one tactic in a game	Perform actions with control and co-ordination	Use a starting and finishing p	I can peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using two stars and a wish		Can name a running event		
		Follow basic rules	Make a sequence by linking actions together	Roll in different ways	I can describe and apply feedback from my teacher (my arm goes from my thigh, up to the sky).		Can jump side to side both feet together over a line or skipping rope		
		Engage in competition against self and others	Link some movements to show mood and feeling		I can name 3 pool rules, I know not to go under the water without being asked.		Link ways of jumping together e.g. 1 - 2 - 2 - 1 feet e.g. hopscotch		
		Play co-operatively with a partner	Work on their own and with a partner to create and perform a series of movements		I can jump in deep water on my own.		Can use arms to make jump go further		
					I can do a star float for 10 seconds.		Can jump onto a high jump mat from a standing position		
					I can seated dive confidently.		Can attempt a push throw using a variety of pieces of equipment		
			I can push and glide on my front with my face in the water and glide on my back in a streamline position		Can demonstrate different body positions, when throwing (side on				
3		Throw and catch with control when under limited pressure (Under and over arm)	Improvise freely, translating ideas from a stimulus into movement.	Adapt sequences to suit different types of apparatus	I can swim 15 metres on my front unaided.	Follow a simple map in a familiar context	Sprint over a short distance	Identify how a performance is similar and different to their own	Identify one benefits of a warm up
		Use space tactically	Share and create phrases with a partner and a small group	Perform a forward and backward roll	I can swim 15 metres on my back unaided.	Move from one location to another following a map	Run over a longer distance, conserving energy	Identify how a performances can be improved	Identify some muscle groups used

		Understand and use rules fairly	Repeat, remember and perform phrases in a dance	Explain how strength and suppleness affect performance	I can swim 10 metres using a breaststroke type action (froggy legs, circle arms)	Use clues to follow a route	Link running and jumping activities with some fluency, control and consistency		
			Control and co-ordination displayed in phrases of movement	Compare and contrast gymnastic sequences, commenting on similarities and differences	I can explain what a streamlined body position should look like.		Make up and repeat a short sequence of linked jumps		
				I can get out of deep water without using the steps (push on your arms from the side of the pool and lift your head)	I can peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using ipad.		Take part in a relay activity, remembering when to run and what to do		
				I can collect a dive stick from the bottom of the shallow end.					
				I can jump in the water making different shapes (straddle, pencil, tuck)					
				I can do a crouched dive start.					
				I can attempt to tread water for 30 seconds			Throw a variety of different subjects, changing action for accuracy and distance		
				I can attempt a forward roll without touching the pool floor.					
4		Catch with one hand	Dance movements are clear and fluent	Shapes are controlled	I can swim 25 meters on my front bringing my arms out of the water without stopping and using correct breathing technique (look at shoulder/ elbow, breath out when head is in the water, breathe in when head is in the	Follow a range of maps in a familiar context	Sprint over a short distance	Perform a video analysis identifying one strength and one weakness of a person's performance	Identify the basic safety principles in warm ups and cool downs
		Throw and catch accurately	Understand that dance can express a variety of things	Sequences include changes in speed and level	I can swim 25 meters on my back using alternate arms without stopping.	Move from one location to another following a map	Run over a longer distance, conserving energy	Use the video footages to improve performances by recommending an exercise or drill to improve their weaknesses	State the effects exercise has on body
		Strike a bowled ball	Movements are controlled and express emotion and feeling	Work on improving strength and suppleness by practising stretches and shapes	I can swim 15 meters breaststroke using my arms and legs.	Use clues to follow a route	Throw over arm and under arm to hit a target with accuracy		
		Use forehand in racket games	Prepare and perform to an audience	Controlled and skilful in actions and movement	I can peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using ipad	Follow a route accurately, safely and within a time limit	Choose the best pace for running		
		Move to find a space when not in possession		Work with a partner to create, repeat and improve a sequences with at least three changes	I can tread water for 1 minute		Controlled in take off and landing when jumping		
		Vary tactics and adapt skills according to what is happening			Holds the HELP position for more than 10 seconds		Show accuracy when throwing for distance		
					I can swim with my head up for 5 metres.				
					I can swim underwater for 5 metres.				
					I can push and glide on my front and roll onto my back.				
					I can do a standing dive start.				
					I can push and glide on my back and roll onto my front.				
			I can do a handstand in the water.						
5	WT 1- 1	Gain possession by working as a team	Compose their own dances in a creative and imaginative way	Make complex and extended	I can swim 25 meters front crawl with correct arm and leg swimming technique (see resource card).	Follow a map in an unknown location	Can pace myself over 600m	Know the difference between a skill and ability	Define exercise, fitness and health.
		Pass in different ways	Make complex sequences that include changes in direction, level and speed	Combine action, balance and	I can swim 25 meters backstroke with correct arm and leg swimming technique (see resource card)	Use clues and compass directions to navigate a route	Can hurdle a low hurdle with a basic technique	Describe skills, techniques and ideas that they and others have used	Describe effects exercise has on body
		Use forehand and backhand with a racquet	Movements are controlled and express emotion and feeling	Work on improving strength and suppleness by practising stretches and shapes	I can swim 25 meters breaststroke with correct arm and leg swimming technique (see resource card).	Change their route if there is a problem	Can demonstrate a dip finish when ending a race		Describe important safety principles when preparing for exercise

		Be effective fielding	Prepare and perform to an audience	Perform consistently to differ	I can attempt an undulating action (dolphin kick) underwater.	Change their plan if they get new information	Can attempt a 5 step running long jump jumping from one foot to two feet		
		Choose the best tactics for attacking and defending		Movements are accurate, clear	I can peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using both swimmer/teacher technique swimmer/teacher technique		Can attempt the jumping sequence for the triple jump (Hop, Step and Jump)		
		Use a number of techniques to pass, dribble and shoot			I can provide feedback for my friend by showing progress by ipad or resource card		Can run and jump from one foot when jumping for height on to back for high jump		
					I can hold the HELP position for 2 minutes		Can perform a scissor jump correctly and attempt to clear flexi bar		
					I can use the correct entry into the water depending on different scenarios (straddle and seated entry)		Can attempt to use the correct technique for throwing a weighted shot putt		
					I can retrieve an object from the bottom of the deep end		Can attempt to use the correct technique for throwing a weighted javelin		
					I can do a feet first surface dive		Can attempt to use the correct technique for throwing a discus		
					I can attempt a tumble turn		Can explain how to hold the discus		
					I can attempt backward roll		Can name the throwing events		
		6	1 1+	Explain rules of an invasion game	Develop imaginative dances in a specific style	Make complex and extended sequences	I can swim 25 meters front crawl using the full stroke technique; arms, legs, body position and breathing (see recourse card)	Follow a map in an unknown location	Can perform a kneeling sprint start position.
Make a team plan and communicate it to others	Choose own music, style and dance			Combine action, balance and shape	I can swim 25 meters back stroke using the full stroke technique; arms, legs, body position and breathing (see recourse card)	Use clues and compass directions to navigate a route	Can sprint 80m as fast as I can	Describe an exercise to improve a performance and apply this to an activity	Describe effects exercise has on the Cardiorespiratory system
Use forehand and backhand with a racquet	Movements are controlled and express emotion or feeling			Work on improving strength and suppleness by practising stretches and shapes	I can swim 25 meters breast stroke using the full stroke technique; arms, legs, body position and breathing (see recourse card)	Change their route if there is a problem	Can hurdle a low hurdle while maintaining speed		Identify some muscles used in specific exercises
Use a number of techniques to pass, dribble and shoot	Make complex sequences that include changes in direction, level and speed			Perform consistently to different audiences	I can attempt the butterfly with correct legs and breathing.	Change their plan if they get new information	Can take part in a variety of running events in a multi event competition		
	Prepare and perform to an audience			Movements are accurate, clear and consistent	I can perform some basic rescues (torpedo boy, rope throw and rescue ring).		Can perform running long jump jumping from one foot to two feet		
					I can swim with my head up for 10 metres		Can perform the correct jumping sequence for the triple jump (Hop, Step and Jump) with a short run up		
					I can do a racing dive start		Can perform a run up and jump and clear flexi bar		
					I can do a head first surface dive		Can use the correct throwing action for a weighted Shot putt		
					I can dolphin kick for at least 10 metres				
					I can retrieve many objects from the bottom of the deep end				
			I can perform a tumble turn		Can use the correct throwing action for a Discus				

				I can perform a backward roll.		Can use the correct throwing action for a weighted Javelin			
7	2	The quality of technique is maintained for at least 1 core skill and often deteriorates in the most challenging practices.	The quality of technique is evident for a few basic moves but they cannot be linked together.	The quality of technique is evident for at least one on the floor and specialism but they cannot be linked together on the floor.	The quality of technique is maintained for few skills in both strokes and often deteriorates in the most challenging practices.	Climbing: The quality of technique is maintained for few skills but they cannot be linked together in the most challenging practices	The quality of technique is maintained for few skills in two events and often deteriorates in the most challenging practices.	Understand technical knowledge when analysing a performance.	The students fitness is able to support them throughout the activity but they fatigue as the event goes on which can affect their performance.
		In a competitive practice, decision making may be ineffective.	The student has decided to perform very basic moves and is hardly ever effective in their performance of these.	The student has decided to perform very basic floor moves and is hardly ever effective in their performance of these. Similarly, very basic moves are chosen and hardly ever effective when attempted in this specialism.	The student is generally ineffective in both strokes and consistency deteriorates when faced with more pressure and direct competition.	When faced with harder routes, decision making may be ineffective. Any proficiency is shown on easier routes	The student is generally ineffective in two events and consistency deteriorates when faced with more pressure and direct competition.	Understand some key words and terminology.	Understand the muscles and bones in the body and can point them out whilst stretching.
		They may not produce the intended results/accuracy.	The student shows only a limited ability to perform technically accurate and expressive movements and they are seldom relevant to the demands of a relatively low level of performance.	There are likely to be frequent errors in technique and the student may be unable to adapt when linking moves together, maintaining little or no fluency. They may not produce the intended results/accuracy	There are likely to be frequent errors in both strokes and the student may be unable to adapt when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary.	There are likely to be frequent errors and the student may be unable to adapt with progressively challenging situations. They rarely produce the intended results/accuracy.	There are likely to be frequent errors in both events and the student may be unable to adapt when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary.	Understand the strengths and weaknesses of their own and/or a partner's performance.	The student understands the components of fitness and how they can improve performance.
		The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played.	There are likely to be frequent errors in technique and the student may be unable to adapt when linking moves together, maintaining little or no fluency.	The student shows only a limited ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) and they are seldom relevant to the demands of a relatively low level routine/vaults	They may not produce the intended results/accuracy in either stroke.	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to their position on the wall.	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to maximise potential in either event with limited results.		The student will have a basic understanding of healthy eating and the need for a balanced diet.
		The student's contribution is limited to rare occasions and is seldom effective or significant.	The student shows only limited technique and accuracy in the performance of a few skills/ techniques during the routine.	ent and is not sustained due to a distinctive lack of specific fitness. The student shows only limited technique and accuracy in the performance of a few skills/ techniques during the routine/ vaults.	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to maximise potential in either event with limited results.	The student shows only limited technical consistency in the performance of a few skills during the climb.	The student shows only limited technique and accuracy in the performance of a few skills in two events. The application of skill is rarely appropriate to meet the demands of either event.		The student has a limited knowledge of the types of training that are required to improve in specific sports.
		The student demonstrates limited technique and accuracy in the performance of a few skills in a performance.	The student's sensitive demonstration of dynamic qualities is seldom effective or apparent in portraying the artistic intention of the dance	The application of skill is rarely appropriate to the demands of the routine/vault. The student demonstrates only very limited ability to perform	The student's contribution is evident within both events but is seldom effective or significant for either.	Orienteering:	The student demonstrates only very limited ability to select and apply appropriate skills, rarely maximising potential in either event or against even lower level performers.		The student understands that intensity is measured by heart rate and they know how to check their pulse.
		The student demonstrates limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.	The student demonstrates only very limited ability to perform appropriate skills/techniques, but seldom outperforms anyone of any standard.	The student's contribution is seldom effective or consistent and is not sustained due to a distinctive lack of specific fitness	The student shows only limited technique and accuracy in the performance of a few skills in both events.				

				The application of skill is rarely appropriate to meet the demands of either event.					
				The student demonstrates only very limited ability to select and apply appropriate skills, rarely maximising potential in either event or against even lower level performers.					
8	3	The quality of technique is maintained for at least 2 skills but sometimes deteriorates in the most challenging practices.	The quality of technique is maintained for some basic moves but frequently deteriorates when they are linked together.	The quality of technique is maintained for some basic floor moves but frequently deteriorates when they are linked together. Technique in specialism is evident for basic attempts.	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices for both strokes.	Climbing: The quality of technique is maintained for some skills but frequently deteriorate when they are linked together in the most challenging practices.	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices for two events.	Apply some technical knowledge when analysing a performance.	The students fitness allows them to keep working at a range of intensities throughout their performance. This can be sustained for the majority of the event, rest periods are needed to improve performance.
		In a competitive practice, decision making is occasionally accurate.	The student has decided to perform basic moves and is occasionally effective in their performance of these.	The student has decided to perform basic floor moves and is occasionally effective in their performance of these. Similarly, basic moves are occasionally effective when attempted in their specialism.	The student is occasionally effective in both or either stroke, but consistency in both strokes deteriorates when faced with more pressure and direct competition.	When faced with a harder route, decision making is only occasionally effective. They are significantly more proficient on easier routes	The student is occasionally effective in two or either event, but consistency in two events deteriorates when faced with more pressure and direct competition.	Apply key words and terminology when delivering anysis in full sentences.	The student can name specific muscles and bones in the body and can apply stretches to target specific muscles.
		They occasionally produce the intended results/accuracy	There may be frequent errors in technique and the student is only occasionally adaptive when linking moves together, causing fluency to deteriorate.	There may be frequent errors in technique and the student is only occasionally adaptive when linking moves together, causing fluency to deteriorate. They occasionally produce the intended results/accuracy.	There may be frequent errors in both strokes and the student is only occasionally adaptive when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary.	There may be frequent errors and the student is only occasionally adaptive with progressively challenging situations. They infrequently produce the intended results/accuracy.	There may be frequent errors in two events and the student is only occasionally adaptive when faced with progressively challenging situations, eg difficulty in increasing pace/intensity/power when necessary. They occasionally produce the intended results/accuracy in two/ either event.	They can identify strengths and weaknesses of their own and a partner's performance and briefly apply them to their activity.	The student can identify the components of fitness and can apply them to specific sports.
		The student shows some ability to make tactical and strategic decisions but there are inconsistencies in their relevance to the position being played.	They occasionally produce the intended results/accuracy	The student shows some ability to make tactical and strategic decisions (eg tariff/technical difficulty/choreography) but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of routine/vaults	They occasionally produce the intended results/accuracy in both/either stroke(s).	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to their position on the wall/rock face.	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses in one/two events and inconsistencies in their relevance to maximise performance and result	apply an appropriate exercise to guide improvement.	The student will understand why we need to have a balanced diet and be able to identify specific macro and micro nutrients.
		The student's contribution is evident but infrequent throughout the game and only occasionally effective.	The student shows some ability to perform technically accurate and expressive movements but there are significant weaknesses and inconsistencies in their relevance to the demands of an average to low level of performance	The student shows some technique and accuracy in the performance of some skills/ techniques during the routine/vaults, but they are seldom consistent. The application of skill is not consistently appropriate to the demands of the routine/vaults	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses in one/both events and inconsistencies in their relevance to maximise performance and result.	The student shows some technical consistency in the performance of some skills during the climb but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position on the wall/rock face.	The student's contribution is evident within two events but only occasionally effective or significant for both. The student shows some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses in two events.		The student has a good knowledge of the types of training that are required to improve in specific sports. They will be able to apply the methods of training to specific sports.

		The student shows some technique and accuracy in the performance of some skills in open play but there are obvious inconsistencies and weaknesses.	The student shows some technique and accuracy in the performance of some skills/techniques during the routine, but they are seldom consistent.	The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in a routine/vaults. There are likely to be some obvious areas of weakness.	The student's contribution is evident within both events but only occasionally effective or significant for both.	Orienteering: The application of skill is only occasionally appropriate to the demands of either event. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally maximises potential in either event. They find success difficult against proficient performers.	The student knows that intensity is measured by heart rate. They are able to measure their heart rate and know what resting, working and recovery heart rates are and how they link to sport.		
		The application of skill is only occasionally appropriate to their position.	The application of skill is not consistently appropriate to the demands of the performance. The student demonstrates a limited ability to perform appropriate skills/techniques and is seldom effective in outperforming others.		The student shows some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses in both events.				
		The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.			The application of skill is only occasionally appropriate to the demands of either event.				
					The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally maximises potential in either event.				
					They find success difficult against proficient performers.				
9	4	The quality of technique is maintained for at least 3 skills but may deteriorate in the most challenging practices.	The quality of technique is maintained for most moves but may deteriorate when they are linked together.	The quality of technique is maintained for most floor moves but may deteriorate when they are linked together. Technique may be noticeably better on one attempt in specialism more than the other.	The quality of technique is maintained for most skills and throughout most practices in both strokes, but starts to deteriorate in the most challenging practices, particularly for one stroke.	Climbing: The quality of technique is maintained for most skills but may deteriorate when they are linked together in the most challenging practices	The quality of technique is maintained for most skills and throughout most practices in two events, but starts to deteriorate in the most challenging practices, particularly for one event.	Student demonstrates sound technical knowledge when analysing a performance.	The student's fitness is of a good level. They are able to work their body to the maximum and adjust to the demands of the activity. They understand the importance of rest and will take regular breaks when needed.
		In a competitive practice, decision making is effective but inconsistent.	The student has decided to perform more basic moves and is usually effective in their performance of these.	The student has decided to perform more basic floor moves and is usually effective in their performance of these. Similarly, more basic moves are usually effective when attempted in their specialism.	The student shows some effectiveness in applying their technique in two chosen strokes, although consistency may start to deteriorate in one stroke in particular when faced with more pressure and direct competition.	When faced with a harder route, the effectiveness of decision making is inconsistent. The student makes more effective decisions on slightly easier routes.	The student shows some effectiveness in applying their technique in both chosen events, although consistency may start to deteriorate in one event in particular when faced with more pressure and direct competition.	They can use key words and terminology when delivering analysis in full sentences.	The student is aware of the specific names of the muscles and bones in the body. The student can design and lead a warm up to target the muscles that will be used in that lesson.

They sometimes produce the intended results/accuracy.	There may be occasional errors in technique and the student is sometimes adaptive when linking moves together, maintaining some fluency	There may be occasional errors in technique and the student is sometimes adaptive when linking moves together, maintaining some fluency. They sometimes produce the intended results/accuracy.	When performing both strokes, there are minor errors in technique but the student is largely adaptive in one stroke when faced with progressively challenging situations, eg can increase pace/intensity/power some of the time.	There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.	When performing both events, there are minor errors in technique but the student is largely adaptive in one event when faced with progressively challenging situations, eg can increase pace/intensity/power some of the time.	They can compare strengths and weaknesses of their own and a partner's performance and briefly explain why they are important to the activity.	The student understands the components of fitness and can compare them to specific sports. They can use them to help to improve their performance in a range of sports.
The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played.	The student shows the ability to perform technically accurate and expressive movement relevant to the demands of an average level of performance, but there may be some obvious weaknesses	The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography) relevant to the demands of an average level of a routine/vaults, but there may be some obvious weaknesses	They have developed some appropriate fitness for both strokes and sometimes produce the intended results/accuracy.	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to their position on the wall/rock face.	They have developed some appropriate fitness for both events and sometimes produce the intended results/accuracy.	They can compare an appropriate exercise to guide improvement with a basic justification.	The student will have a thorough understanding of healthy eating and the need for a balanced diet. They will be able to identify what types of food an athlete should be eating and understand the role of macro and micro nutrients.
The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being uninvolved during some periods.	The student maintains technique and accuracy in the performance of most skills during the routine, but they are not always consistent. The application of skill is not consistently appropriate to the demands of the performance.	The student maintains technique and accuracy in the performance of most skills during the routine/vaults, but they are not always consistent.	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in one event in particular and they are occasionally not relevant to maximise performance and result.	The student maintains technique and accuracy in the performance of most skills in the climb but it is not always consistent. The application of skill is not consistently appropriate to their position on the wall/ rock face.	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses in one event in particular and they are occasionally not relevant to maximise performance and results.		The student has comprehensive knowledge of the types of training that are required to improve in specific sports. They will be able to design a training session for a specific athlete.
The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent.	The student's sensitive demonstration of dynamic qualities is sometimes effective in portraying the artistic intention of the dance but this may not be sustained throughout the performance.	The application of skill is not consistently appropriate to the demands of the routine/vault.	The student maintains technique and accuracy in the performance of most skills in both events but it is not always consistent for one event in particular.	Orienteering:	The student's contribution is sometimes effective and significant but it is not entirely sustained in both events. There may be significant lapses. The student maintains technique and accuracy in the performance of most skills in both events but it is not always consistent for one event in particular.		The student knows that intensity is measured by heart rate. They can measure their heart rate and use it to measure intensity. They can identify resting, working and recovery heart rates and understand the difference between aerobic and anaerobic training zones.
The application of skill is not consistently appropriate to their position.	The student demonstrates an ability to perform appropriate skills/techniques and is sometimes effective in outperforming others, although only low level performers.	The student demonstrates an ability to perform appropriate skills/ techniques and is sometimes effective in an average tariff routine/vaults. However, there may be some obvious areas of weakness.	The student demonstrates some ability to select and apply appropriate skills, sometimes maximising their potential, though there may be some obvious areas of weakness in one event.		The application of skill is not consistently appropriate to the demands of both events. The student demonstrates some ability to select and apply appropriate skills, sometimes maximising their potential, though there may be some obvious areas of weakness in one event. They succeed against good, but not high ability performers.		
The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted			They succeed against good, but not high ability performers.				

		The application of skill is not consistently appropriate to their position.							
		The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.							
10	5	football, Handball, Basket Ball	Dance	Gymnastics and trampolining.	Aquatics - Swimming	OAA- Climbing	Athletics	They can analyze all sections of paper 1: Socio-cultural influences and well-being in physical activity and sport	They can analyze all sections of paper 2: The human body and movement in physical activity and sport
		The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices.	The quality of technique is maintained for all chosen moves but may show signs of deteriorating when they are linked together.	The quality of technique is maintained for all chosen floor moves but may show signs of deteriorating when they are linked together. Technique is maintained for all/both specialism attempts.	The quality of technique is largely maintained for all skills and throughout all practices in both strokes, but starts to deteriorate in the most challenging practices.	The quality of technique is maintained for all skills but may start to deteriorate when they are linked together in the most challenging practices.	The quality of technique is largely maintained for all skills and throughout all practices in both events, but starts to deteriorate in the most challenging practices.	They can analyze Applied anatomy including: The structure and functions of the musculoskeletal system, The structure and functions of the cardio-respiratory system, Anaerobic and aerobic exercise.	They can analyze Sports psychology including: Sports psychology, Classification of skills (basic/complex, open/closed), The use of goal setting and SMART targets to improve and/or optimise performance, Basic information processing, Guidance and feedback on performance, Mental preparation for performance,
		When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations.	The student has decided to perform challenging moves and is usually effective in their performance of these.	The student has decided to perform challenging floor moves and is usually effective in their performance of these.	The student is effective in applying their technique in both chosen strokes, although consistency may start to deteriorate when faced with more pressure and direct competition.	When faced with a harder route, decision making is usually effective in relation to when to perform the skill and at what angle.	The student is effective in applying their technique in both chosen events, although consistency may start to deteriorate when faced with more pressure and direct competition.	They can analyze Applied physiology including Anaerobic and aerobic exercise, The short and long term effects of exercise,	They can analyze Socio-cultural influences including: Engagement patterns of different social groups in physical activity and sport, Commercialisation of physical activity and sport, Ethical and socio-cultural issues in physical activity and sport.
		They regularly produce the intended results/accuracy.	There may be occasional minor errors in technique but the student is usually adaptive when linking moves together, maintaining some fluency.	Similarly, challenging moves are usually effective when attempted in their specialism.	When performing both strokes, there are occasional minor errors in technique but the student is largely adaptive when faced with progressively challenging situations, eg can increase pace/intensity/power when necessary.	There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.	When performing both events, there are occasional minor errors in technique but the student is largely adaptive when faced with progressively challenging situations, eg can increase pace/intensity/power when necessary.	They can analyze movement including Lever systems, examples of their use in activity and the mechanical advantage they provide in movement, Planes and axes of movement.	They can analyze Health, fitness and well-being including: Physical, emotional and social health, fitness and wellbeing, The consequences of a sedentary lifestyle.

	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses.</p>	<p>The student shows the ability to perform technically accurate and expressive movement, usually relevant to the demands of a high level of competition.</p>	<p>They regularly produce the intended results/accuracy.</p>	<p>They have a high level of appropriate fitness for both strokes and regularly produce the intended results/accuracy.</p>	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to their position on the wall/rock face, with only minor lapses.</p>	<p>They have a high level of appropriate fitness for both events and regularly produce the intended results/accuracy.</p>	<p>They can analyze Physical training including; The relationship between health and fitness and the role that exercise plays in both, The components of fitness, benefits for sport and how fitness is measured and improved, The principles of training and their application to personal exercise/training programmes, How to optimise training and prevent injury, Effective use of warm up and cool down,</p>	<p>They can analyze Use of data including Energy use, diet, nutrition and hydration,</p>
	<p>The student's contribution is usually effective and significant and is sustained for the majority of the game.</p>	<p>The student's contribution is usually effective, sustained and consistent for the majority of the performance due to a good level of specific fitness.</p>	<p>The student shows the ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), usually relevant to the demands of a high level routine/vaults.</p>	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to maximise their performance in both events, with only minor lapses. They achieve a high level of results.</p>	<p>The student's contribution is usually effective and significant and is sustained for the majority of the climb, due to a good level of suitable fitness. The student maintains technical consistency in the performance of all skills in the climb.</p>	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to maximise their performance in both events, with only minor lapses.</p>	<p>They can analyze Use of data including; Demonstrate an understanding of how data are collected – both qualitative and quantitative, Present data (including tables and graphs), Analyse and evaluate data.</p>	
	<p>The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play.</p>	<p>The student maintains technique, accuracy and consistency in the performance of all skills during the routine.</p>	<p>The student maintains technique, accuracy and consistency in the performance of all skills during the competition.</p>	<p>The student's contribution in both events is usually effective and significant and is sustained for the majority of both competitions.</p>	<p>The application of skill is usually appropriate to their position on the wall/rock face, though there may be some lapses.</p>	<p>The student's contribution in both events is usually effective and significant and is sustained for the majority of both competitions.</p>		
	<p>The student demonstrates the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted themselves.</p>	<p>The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in outperforming others. Occasionally however, they are outperformed.</p>	<p>The student demonstrates an ability to perform the most appropriate skills/techniques and is usually successful in completing a high tariff routine/vaults. Occasionally however, there may be errors.</p>	<p>The student maintains technique, accuracy and consistency in the performance of all skills in both competitions. The application of skill is usually appropriate to the demands of both events, though there may be some lapses.</p>		<p>The student demonstrates the ability to select and apply the most appropriate skills, often maximising their potential to excel against other high ability competitors.</p>		

#	6	The quality of technique is maintained for all skills and throughout all practices.	The quality of technique is maintained for all chosen moves but may show signs of deteriorating when they are linked together.	The quality of technique is maintained for all chosen floor moves but may show signs of deteriorating when they are linked together.	The quality of technique is maintained for all skills and throughout all practices in both chosen strokes.	The quality of technique is maintained for all skills and throughout all practices, even when they are linked together.	The quality of technique is maintained for all skills and throughout all practices in both chosen events.	They can evaluate all sections of paper 1: Socio-cultural influences and well-being in physical activity and sport	They can evaluate all sections of paper 2: The human body and movement in physical activity and sport
		When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations.	The student has decided to perform challenging moves and is usually effective in their performance of these.	Technique is maintained for all/both specialism attempts.	The student is consistently effective in applying their technique in both strokes, even when faced with more pressure and direct competition.	When faced with a harder route, decision making in relation to when to perform the skill is consistently effective.	The student is consistently effective in applying their technique in both events, even when faced with more pressure and direct competition.	They can evaluate Applied anatomy including; The structure and functions of the musculoskeletal system, The structure and functions of the cardio-respiratory system, Anaerobic and aerobic exercise.	They can evaluate Sports psychology including Sports psychology, Classification of skills (basic/complex, open/closed), The use of goal setting and SMART targets to improve and/or optimise performance, Basic information processing, Guidance and feedback on performance, Mental preparation for performance,
		There are very few errors and the student is adaptive when faced with progressively challenging situations.	g moves and is usually effective in their performance of these. There may be occasional minor errors in technique but the student is usually adaptive when linking moves together, maintaining some fluency.	The student has decided to perform challenging floor moves and is usually effective in their performance of these.	When performing both chosen strokes, there are very few errors in technique and the student is adaptive when faced with progressively challenging situations, eg can increase pace/ intensity/power when necessary.	There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/ accuracy.	When performing both chosen events, there are very few errors in technique and the student is adaptive when faced with progressively challenging situations, eg can increase pace/ intensity/power when necessary.	They can evaluate Applied physiology including Anaerobic and aerobic exercise, The short and long term effects of exercise,	They can evaluate Socio-cultural influences including; Engagement patterns of different social groups in physical activity and sport, Commercialisation of physical activity and sport, Ethical and socio-cultural issues in physical activity and sport.
		They almost always produce the intended results/accuracy.	They regularly produce the intended results/accuracy.	Similarly, challenging moves are usually effective when attempted in their specialism.	They have an extremely high level of appropriate fitness for both chosen strokes and almost always produce the intended results/accuracy.	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to their position on the wall/rock face.	They have an extremely high level of appropriate fitness for both chosen events and almost always produce the intended results/accuracy.	They can evaluate movement including Lever systems, examples of their use in activity and the mechanical advantage they provide in movement, Planes and axes of movement.	They can evaluate Health, fitness and well-being including; Physical, emotional and social health, fitness and wellbeing. The consequences of a sedentary lifestyle.
		The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played.	The student shows a high level of ability to perform technically accurate and expressive movement, almost always fully relevant to the demands of a very high level of performance.	They regularly produce the intended results/accuracy.	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise their performance in both events, achieving very high results.	The student's contribution is highly effective, significant and sustained for almost all of the climb, due to a highly developed level of suitable fitness.	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise their performance in both events, achieving very high results.	They can evaluate Physical training including; The relationship between health and fitness and the role that exercise plays in both, The components of fitness, benefits for sport and how fitness is measured and improved, The principles of training and their application to personal exercise/training programmes, How to optimise training and prevent injury, Effective use of warm up and cool down,	They can evaluate Use of data including Energy use, diet, nutrition and hydration,
		The student's contribution is highly effective, significant and sustained for almost all of the game.	The student's contribution is highly effective, sustained and consistent for almost all of the performance due to a highly developed and specific level of fitness.	The student shows a high level of ability to make successful and effective tactical and strategic decisions (eg tariff/technical difficulty/choreography), almost always fully relevant to the demands of a very high level of routine/vaults.	The student's contribution during both events is highly effective and suitably sustained throughout both competitions.	The student maintains a high level of technical consistency in the performance of all skills within each climb.	The student's contribution during both events is highly effective and suitably sustained throughout both competitions.	They can evaluate Use of data including; Demonstrate an understanding of how data are collected – both qualitative and quantitative, Present data (including tables and graphs), Analyse and evaluate data.	

		The student maintains a high level of technique, accuracy and consistency in the performance of all skills in set plays and in open play.	The student maintains a high level of technique, accuracy and consistency in the performance of all skills during the routine.	The student maintains a high level of technique, accuracy and consistency in the performance of all skills during the routine/vaults.	The student maintains a high level of technique, accuracy and consistency in the performance of all skills in both events.	The application of skill is fully appropriate to their position on the wall/rock face.	The student maintains a high level of technique, accuracy and consistency in the performance of all skills in both events.		
		The application of skill is fully appropriate to their position.	The application of skill is fully appropriate to the very high demands of the performance.	The application of skill is fully appropriate to the very high demands of the routine/vaults.	The application of skill is fully appropriate to the demands of both events.	The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in outperforming others/the environment.	The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in maximising their performance to excel against other very high ability competitors.		
		The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents, while hardly ever being outwitted themselves.	The student's sensitive demonstration of dynamic qualities is highly effective in portraying the artistic intention of the dance.	The student demonstrates a high level of ability to perform the most appropriate skills/techniques and is usually successful in completing very high tariff	The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in maximising their performance to excel against other very high ability competitors.				
#		Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently.	Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently, often	Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently,	Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently, often and successfully.	Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently, often and successfully.	Clear demonstration of a very good level of core and a good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with very good accuracy/success. Advanced skills are used frequently, often and successfully.	They can justify own decisions in all sections Sectin A: Applied physiology.	They can be justify own decisions in with all sections of Section B: Skill acquisition and sports psychology Section C: Sport and society and technology in sport.
		Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.	Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.	Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.	Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.	Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.	Maintains very good levels of technical competence at high levels of competition in a fully competitive situation, or in a high level performance context, but may make errors in the most challenging situations.	They can justify own decisions with Applied anatomy including; The structure and functions of the musculoskeletal system, The structure and functions of the cardio-respiratory system, Anaerobic and aerobic exercise, Neuromuscular system	They can justify own decisions in with Sports psychology including Sports psychology, Classification of skill acquisition, The use of goal setting and SMART targets to improve and/or optimise performance, Basic information processing, Guidance and feedback on performance, Mental preparation for performance, principles and theories of learning and performance, use of guidance and feedback.
		Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.	Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.	Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.	Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.	Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.	Very good levels of physical fitness and/or psychological focus are clearly evident throughout most of the performance.	They can justify own decisions inApplied physiology including Anaerobic and aerobic exercise, The short and long term effects of exercise,	They can justify own decisions in with Socio-cultural influences including; Engagement patterns of different social groups in physical activity and sport, Commercialisation of physical activity and sport, Ethical and socio-cultural issues in physical activity and sport.
		Clear demonstration of a very good level of motivation/commitment.	Clear demonstration of a very good level of motivation/commitment.	Clear demonstration of a very good level of motivation/commitment.	Clear demonstration of a very good level of motivation/commitment.	Clear demonstration of a very good level of motivation/commitment.	Clear demonstration of a very good level of motivation/commitment.	They can justify own decisions in with movement including Lever systems, examples of their use in activity and the mechanical advantage they provide in movement, Planes and axes of movement.	They can justify own decisions in with Health, fitness and well-being including; Physical, emotional and social health, fitness and wellbeing, The consequences of a sedentary lifestyle, Diet and nutrition and their effect on physical activity and performance

		Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.	Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.	Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.	Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.	Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.	Demonstrates a very good understanding and application of rules in a fully competitive/performance context with very little inconsistency when applying advanced tactics/strategies/choreography.	They can justify own decisions inwith Physical training including; The relationship between health and fitness and the role that exercise plays in both,The components of fitness, benefits for sport and how fitness is measured and improved, The principles of training and their application to personal exercise/training programmes, How to optimise training and prevent injury, Effective use of warm up and cool down,	I can justify own decisions in Sport and society, Emergence of globalisation of sport in the 21st century, Pre-industrial (pre-1780) to Present, The impact of sport on society and of society on sport,
		Very good application of strategies/tactics or of the ability to compose/ choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.	Very good application of strategies/tactics or of the ability to compose/ choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.	Very good application of strategies/tactics or of the ability to compose/ choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.	Very good application of strategies/tactics or of the ability to compose/ choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.	Very good application of strategies/tactics or of the ability to compose/ choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.	Very good application of strategies/tactics or of the ability to compose/ choreograph routines enables the student to maintain a very good level of success, but may make occasional errors at high levels of competition.	They can justify own decisions in with Use of data including; Demonstrate an understanding of how data are collected – both qualitative and quantitative, Present data (including tables and graphs), Analyse and evaluate data.	
		Some errors in performance are evident especially in the application of advanced tactics and strategies.	Some errors in performance are evident especially in the application of advanced tactics and strategies.	Some errors in performance are evident especially in the application of advanced tactics and strategies.	Some errors in performance are evident especially in the application of advanced tactics and strategies.	Some errors in performance are evident especially in the application of advanced tactics and strategies.	Some errors in performance are evident especially in the application of advanced tactics and strategies.	I can justify own decisions in Biomechanical movement, Biomechanical principles and levers.	
		A wide range of core skills/techniques and some advanced skills/ techniques are evident in the delivery and planning of tactics/strategies or choreography.	A wide range of core skills/techniques and some advanced skills/ techniques are evident in the delivery and planning of tactics/strategies or choreography.	A wide range of core skills/techniques and some advanced skills/ techniques are evident in the delivery and planning of tactics/strategies or choreography.	A wide range of core skills/techniques and some advanced skills/ techniques are evident in the delivery and planning of tactics/strategies or choreography.	A wide range of core skills/techniques and some advanced skills/ techniques are evident in the delivery and planning of tactics/strategies or choreography.	A wide range of core skills/techniques and some advanced skills/ techniques are evident in the delivery and planning of tactics/strategies or choreography.	I can justify own decisions in Sport and society and the role of technology in physical activity and sport,	
#		Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/ success. Advanced skills are frequently used	Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/ success. Advanced skills are frequently used successfully.	Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/ success. Advanced skills are frequently used	Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/ success. Advanced skills are frequently used successfully.	Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/ success. Advanced skills are frequently used successfully.	Clear demonstration of an excellent level of core and a very good level of advanced skills/techniques in a fully competitive/performance context. Skills/techniques are applied with excellent accuracy/ success. Advanced skills are frequently used successfully.	They can be creative in justifying own decisions in all sections Sectin A: Applied physiology.	They can be creative in justifying own decisions in with all sections of Section B: Skill acquisition and sports psychology Section C: Sport and society and technology in sport.
		Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.	Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.	Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.	Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.	Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.	Maintains excellent levels of technical competence even at the highest levels of competition in a fully competitive situation, or in a very high level performance context.	They can be creative in justifying decisions with Applied anatomy including; The structure and functions of the musculoskeletal system, The structure and functions of the cardio-respiratory system, Anaerobic and aerobic exercise, Neuromuscular system	They can be creative in justifying own decisions in with Sports psychology including Sports psychology, Classification of skill acquisition, The use of goal setting and SMART targets to improve and/or optimise performance, Basic information processing, Guidance and feedback on performance, Mental preparation for performance, principles and theories of learning and performance, use of guidance and feedback.
		Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.	Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.	Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.	Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.	Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.	Excellent levels of physical fitness and/or psychological focus are clearly evident throughout almost the entire duration of performance.	They can be creative in justifying decisions inApplied physiology including Anaerobic and aerobic exercise, The short and long term effects of exercise,	They can be creative in justifying own decisions in with Socio-cultural influences including; Engagement patterns of different social groups in physical activity and sport, Commercialisation of physical activity and sport, Ethical and socio-cultural issues in physical activity and sport.

