**Games**

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| **Old school** | **1-2** | **3C** | **3A** | **4A** | **5A** | **6B** | **7C** | **7A** | **8** | **E** |
| **New schools** | **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **New bands****LCC** | **Fundamental****Entry Level** | **Working towards****Band A** | **A -** | **A +** | **B -** | **B +** | **C -** | **C +** | **D -** | **D +** |
|  |  Working towards a basic level of skill and technique for the activity in the game / competitive practice situations. Evident in the basic skills practices with uniform responses. Working towards basic coordination and control in skillstechniques Working towards limited understanding of the rules. Working towards developing basic skills into strategies and tactics. Working toward demonstrating positional sense as appropriate for the activity. Performance clearly lacks maturity. |  Demonstrates a basic level of skill and technique for the activity in the game / competitive practice situations. Evident in the basic skills practices by beginning to vary how they respond. Demonstrates basic coordination and control in skills techniques Demonstrates limited understanding of the rules. Beginning to develop basic skills into strategies and tactics. Has minimal, if any, positionalsense as appropriate for the activity. |  Soundly demonstrates a basic level of skill and technique in the game/competitive practice situations. Shows little evidence of more advanced skill for the activity in the game/competitive practice situations. Demonstrates very limited understanding of the rules when taking part in game situations. Has very limited ability to apply strategies and tactics. Has very limited positional sense as appropriate for the activity. |  Demonstrates limited advanced skill and technique for the game/competitive practice situations. Demonstrates limited understanding of the rules when taking part in game situations. Has limited ability to apply strategies and tactics. Has limited positional sense as appropriate for the activity. |  Demonstrates some advanced skill and technique for the game/competitive practice situations. Explains and applies one to two rules when taking part in game situations. Has some ability to apply strategies and tactics in game situations. Has improving positional sense as appropriate for the activity. |  Demonstrates good advanced skill and technique for the game/competitive practice situations. Demonstrates increasing understanding of the rules when taking part in game situations. Will have ability to apply strategies and tactics in game situations. Has consistent positional senseas appropriate for the activity. |  Shows very good advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself. Will demonstrate a very clear understanding of the rules when taking part and very good application of strategies and tactics and positional sense as appropriate for the activity. In activities which allow for improvisation, touch and deception they demonstrate this at a very good level and their performance shows a very good level of maturity. |  Shows excellent advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself. Will demonstrate an excellent understanding of the rules when taking part and excellent application of strategies and tactics and positional sense as appropriate for the activity. In activities which allow for improvisation, touch and deception they demonstrate thisat an excellent level and their performance shows a very |  Shows exceptional advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself. Will also demonstrate an exceptionally clear understanding of the rules when taking part and an outstanding application of strategies and tactics and positional sense as appropriate for the activity. In activities, which allow for improvisation, touch and deception they demonstrate this at an outstanding level and the performance shows an exceptional level of maturity. |  Consistently performs advanced skills and techniques at an elite level for the activity in the game/competitive type practice situations and in the competitive situation itself. Will demonstrate an elite level of understanding of the rules when taking part in the activity. Demonstrates an application of strategies and tactics and positional sense as appropriate for the activity at an elite level of performance. In activities which allow for improvisation, touch and deception they demonstrate this at a level of performance that is clearly higher than those reaching Band D-. Shows an exceptional level of maturity in their performance. |
|  |  |  |  |  |  | **101** | **102** | **(103) 11** | **104** | **105** |
|  |  |  |  |  | **101** | **102** | **(103) 10** | **104** | **105** |  |
|  |  |  |  | **101** | **102** | **(103) 9** | **104** | **105** |  |  |
|  |  |  | **101** | **102** | **(103) 8** | **104** | **105** |  |  |  |
|  |  | **101** | **102** | **103 (7)** | **104** | **105** |  |  |  |  |

**Gymnastics and Dance**

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| **1-2** | **3C** | **3A** | **4A** | **5A** | **6B** | **7C** | **7A** | **8** | **E** |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Fundamental****Entry Level** | **Working towards****Band A** | **A -** | **A +** | **B -** | **B +** | **C -** | **C +** | **D -** | **D +** |
| Agilities: Attempts to show one basic agility at a basic level Sequence/Routine: Able to perform simple isolated movements. Struggles to demonstrate any body control. Lacks complete flow and rhythm. No interpretation of the music.Gymnastics only:Vault: Needs assistance with fundamentals of vaulting.Apparatus: Needs assistance with fundamentals of mount/dismount.  Some reluctance to attempt a routine. | Agilities: Attempts to show two basic agilities at a basic level Sequence/Routine: Able to link together very simple movements. Little evidence of body control when linking movements. Little flow and rhythm is shown.Gymnastics only:Vault: Experiences difficulty. Needs assistance when vaulting.Struggles to demonstrate style.Apparatus: Needs assistance with mount/dismount. Attempts a routine but has little success. | Agilities: Attempts to show three basic agilities at a very limited level and style.Sequence/Routine: Able to link together three very simple movements. Very limited evidence of body control when linking movements. Occasional flow and rhythm is shown.Gymnastics only:Vault: Performs a basic vault with very limited success. Struggles to demonstrate style.Apparatus: Needs assistance with mount/dismount but evidence of improvement. Performs a routine but with some inconsistencies. | Agilities: Attempts to show three basic agilities at a limited level and style. Sequence/Routine: Able to link together three simple movements. Limited evidence of body control when linking movements. Flow and rhythm is shown in limited movements.Gymnastics only:Vault: Performs two basic vaults with limited success. Demonstrates limited control and style.Apparatus: Is more competent in the mount. Encounters problems with the dismount which tends to be simplistic. Basic moves used throughout the routine. Routine will lack continuity. | Agilities: Attempts to show four basic agilities with some level of control and style. Sequence/Routine: Able to link together four simple movements. Some evidence of body control when linking movements. Flow and rhythm is shown in some movements.Gymnastics only:Vault: Performs two basic vaults with some success. Demonstrates some control and style.Apparatus: More competent in the assisted mount and dismount. Routine composed of some elementary moves with, possibly, one advanced element. Some style and control. Routine will have some continuity. | Agilities: Attempts four basic agilities with good control and style. May attemptan advanced agility.Sequence/Routine: Able to link together four simple movements. Evidence of good use ofbody control when linking movements. Good flow and rhythm is shown in movements. Demonstrates basic agilities to a higher degree of control and performance. Limited number of advanced moves, executed poorly.Gymnastics only:Vault: Performs the two basic vaults with control and style. More advanced vault may need some degree of assistance.Apparatus: Able to mount and dismount without assistance. Routine composed mostly of elementary moves with, possibly, one or two more advanced elements. Reasonable style and control. | Agilities: Attempts five basic agilities with very good control and style. Performs an advanced agility very well with good style and control.Sequence/Routine: Able to link together five simple movements. Some use of advanced movement. Evidence of consistent body control when linking movements. Very good flow and rhythm is shown in movements. Good execution of basic agilities to ahigher degree of control and performance.Gymnastics only:Vault: Performs the two basic vaults with control and style. Performs a more advanced vault.Apparatus: Routine composed mostly of basic moves with one or two more advanced elements. Good style and control. | Agilities: Attempts five basic agilities with excellent control and style. Can perform an advanced agility very well with excellent style and control.Sequence/Routine: Able to link together five simple movements. Excellent use of advanced movement. Evidence of consistent body control when linking movements. Excellent flow and rhythm is shown in movements. Very good execution of basic agilitiesto a higher degree of control and performance.Gymnastics only:Vault: Able to perform a more advanced vault. Some evidence of speed on approach and a secure landing.Apparatus: Good mount and dismount. Polished performance of basic moves. Advanced moves offered with very good style and control. | Agilities: Able to perform all basic agilities and three advanced agilities with outstanding control and style.Sequence/Routine: Able to link together all simple movements. Outstanding use of advanced movement. Evidence of consistent body control when linking more advanced movements. Outstanding flow and rhythm is shown in performance. Sequence is shown with very good control.Gymnastics only:Vault:Able to perform a more advanced vault with some evidence of rotation and speed on approach. Demonstrates secure landing.Apparatus:Demonstrates linking actions with balance and control. | Agilities: Performs all basic agilities and five advanced agilities with elite level of control and style. Sequence/Routine: Displays an appropriate mixture of movements with imaginative use of floor space and ability. Performs a sequence with total control. A polished performance. Gymnastics only:Vault: Performs a difficult vault involving some degree of rotation. Good speed on approach and secure landing.  Also demonstrates a secure landing of a rotation.Apparatus: Demonstrates a series of well thought out movements with appropriate linking actions. High level of balance |
|  |  |  |  |  | **101** | **102** | **(103) 11** | **104** | **105** |
|  |  |  |  | **101** | **102** | **(103) 10** | **104** | **105** |  |
|  |  |  | **101** | **102** | **(103) 9** | **104** | **105** |  |  |
|  |  | **101** | **102** | **(103) 8** | **104** | **105** |  |  |  |
|  | **101** | **102** | **103 (7)** | **104** | **105** |  |  |  |  |

**Athletics**

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| **1-2** | **3C** | **3A** | **4A** | **5A** | **6B** | **7C** | **7A** | **8** | **E** |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Fundamental****Entry Level** | **Working towards****Band A** | **A -** | **A +** | **B -** | **B +** | **C -** | **C +** | **D -** | **D +** |
|  Performance(s) not worthy of credit. |  Performs one event with some evidence of technique or performance. |  Performs one event with moderate technique or performance. |  Performs one event with moderate technique and performance. |  Performs one event with good level of technique, or performs two events with moderate levels of technique. |  Performs one event with good level of technique and performance, or performs two events with moderate levels of technique and performance. |  Performs one event at a high level of technique and performance and one event at a good level, or performs one event with good technique and performance. |  Performs one event at a high level of technique and performance and one event at a good level, or performs two events with good technique and performance. |  Performs one event with outstanding level of technique and performance, or performs one event at a high level of technique and performance, or performs two events at a very good level of technique and performance. |  Performs one event with outstanding level of technique and performance, or performs two events at a high level of technique and performance, or performs three events at a very good level of technique and performance. |
|  |  |  |  |  | **101** | **102** | **(103) 11** | **104** | **105** |
|  |  |  |  | **101** | **102** | **(103) 10** | **104** | **105** |  |
|  |  |  | **101** | **102** | **(103) 9** | **104** | **105** |  |  |
|  |  | **101** | **102** | **(103) 8** | **104** | **105** |  |  |  |
|  | **101** | **102** | **103 (7)** | **104** | **105** |  |  |  |  |

**Outdoor Education**

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| **1-2** | **3C** | **3A** | **4A** | **5A** | **6B** | **7C** | **7A** | **8** | **E** |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Fundamental****Entry Level** | **Working towards****Band A** | **A -** | **A +** | **B -** | **B +** | **C -** | **C +** | **D -** | **D +** |
| Performance(s) not worthy of credit. |  Performs one activity with some evidence of technique or performance. |  Performs one activity with moderate technique or performance. |  Performs one activity with moderate technique and performance. |  Performs one activity with good level of technique, or performs two activities with moderate levels of technique. |  Performs one activity with good level of technique and performance, or performs two activities with moderate levels of technique and performance. |  Performs one activity at a high level of technique and performance and one activity at a good level, or performs one activity with good technique and performance. |  Performs one activity at a high level of technique and performance and one activity at a good level, or performs two activities with good technique and performance. |  Performs one activity with outstanding level of technique and performance, or performs one activity at a high level of technique and performance, or performs two activities at a very good level of technique and performance. |  Performs one activity with outstanding level of technique and performance, or performs two activities at a high level of technique and performance, or performs three activities at a very good level of technique and performance. |
|  |  |  |  |  | **101** | **102** | **(103) 11** | **104** | **105** |
|  |  |  |  | **101** | **102** | **(103) 10** | **104** | **105** |  |
|  |  |  | **101** | **102** | **(103) 9** | **104** | **105** |  |  |
|  |  | **101** | **102** | **(103) 8** | **104** | **105** |  |  |  |
|  | **101** | **102** | **103 (7)** | **104** | **105** |  |  |  |  |

**Swimming**

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| **1-2** | **3C** | **3A** | **4A** | **5A** | **6B** | **7C** | **7A** | **8** | **E** |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Fundamental****Entry Level** | **Working towards****Band A** | **A -** | **A +** | **B -** | **B +** | **C -** | **C +** | **D -** | **D +** |
|  Demonstrates little if any technique. Struggles to perform any stroke with sufficient technique. |  Demonstrates a limited level of technique that allows for a very basic application of skill. Performs one stroke with some evidence of technique and may attempt another stroke but with little evidence of technique. |  Demonstrates a moderate level of technique that allows for a very limited application of skill Performs one stroke with limited technique and will attempt one other stroke at below a moderate level. |  Demonstrates a moderate level of technique that allows for a limited application of skill Performs one stroke with moderate technique and will attempt two strokes but below a moderate level. |  Demonstrates a sound level of technique that allows for a developing application of skill. Performs one stroke with a sound level of technique or performs two strokes with a moderate level of technique. |  Demonstrates a sound level of technique that allows for a developing application of skill in a competitive environment. Can perform one stroke for 100m without fatigue. Performs one stroke with a good level of technique or performs two strokes with a moderate level of technique. In two better strokes shows a good body position and efficient breathing and timing. Lacks speed at this level. |  Demonstrates a good level of technique that allows for the consistent application of skill in a competitive environment. Good level of technical efficiency. Can perform 100m swim maintaining good technique throughout. Performs one stroke at a good level of technique and one stroke at a sound level or performs two strokes with good technique. Two best strokes are efficient in terms of technique, body position, breathing and timing. Beginning to develop speed as well as efficiency. |  Demonstrates a very good level of technique that allows for the consistent application of skill in a competitive environment. Good technical efficiency will enable the maintenance of technique and speed throughout most of a 100 metre swim. Performs one stroke at a high level of technique and one stroke at a very good level or performs two strokes with very good technique. Two best strokes are very efficient in terms of technique, body position, breathing and timing. Speed and efficiency now consistent. |  Demonstrates a consistently high level of technique that allows for the application of skill in a competitive environment. Level of technical efficiency and the use of advanced strategies enable student to maintain technique throughout the swim. Performs one stroke with an outstanding level of technique and performance, or performs two strokes with a high level of technique or performs three strokes with a very good level of technique. Two best strokes are carried out efficiently and at speed maintaining technique throughout the swim. Can perform a racing start and finish. Tumble turns can |  Demonstrates a consistently high level of technique that allows for the consistent application of skill in a competitive environment. Level of technical efficiency and the use of advanced strategies enable the performance of high level of technique throughout the swim. Performs one stroke with an outstanding level of technique and performance, or performs two strokes with a high level of technique or performs three strokes with a very good level of technique. Three best strokes are carried out very efficiently and at speed maintaining technique throughout the swim. Legal and efficient starts and finishes are demonstrated. Tumble turns are shown as appropriate and are legal, fast and efficient. |
|  |  |  |  |  | **101** | **102** | **(103) 11** | **104** | **105** |
|  |  |  |  | **101** | **102** | **(103) 10** | **104** | **105** |  |
|  |  |  | **101** | **102** | **(103) 9** | **104** | **105** |  |  |
|  |  | **101** | **102** | **(103) 8** | **104** | **105** |  |  |  |
|  | **101** | **102** | **103 (7)** | **104** | **105** |  |  |  |  |

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| **1-2** | **3C** | **3A** | **4A** | **5A** | **6B** | **7C** | **7A** | **8** | **E** |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **Fundamental****Entry Level** | **Working towards****Band A** | **A -** | **A +** | **B -** | **B +** | **C -** | **C +** | **D -** | **D +** |
|  Displays very poor levels of fitness. |  Has a poor level of fitness. Works to a poor level of intensity (e.g. below 60 per cent of maximum heart |  Has a moderate level of fitness. Works to a moderate level of intensity (e.g. 60 per cent maximum heart rate). This moderate level of fitness is maintained throughout most of the session. |  Has a moderate level of fitness. Works to a moderate level of intensity (e.g. 60 per cent maximum heart rate). This moderate level of fitness is maintained throughout the whole session. |  Has a good fitness level. Works to a good level of intensity (e.g. 60 to 70 per cent maximum heart rate). This good level of fitness is maintained throughout most of the session. |  Has a good fitness level. Works to a good level of intensity (e.g. 60 to 70 per cent maximum heart rate). This good level of fitness is maintained throughout the whole session. |  Has a very good fitness level. Works at a very high level of intensity (e.g. towards the high end of their target zone – 70 to 80 per cent maximum heart rate) for prolonged periods of time. This very good level of fitness is maintained throughout most of the lesson. |  Has a very good fitness level Works at a very high level of intensity (e.g. towards the high end of their target zone – 70 to 80 per cent maximum heart rate) for prolonged periods of time. This very good level of fitness is maintained throughout the whole session. |  Has an excellent fitness level. Works at an excellent level of intensity (e.g. at the high end of their target zone – per cent maximum heart rate) for prolonged periods of time. This excellent level of fitness is maintained throughout most of the session. |  Has an excellent fitness level. Works at an excellent level of intensity (e.g. at the high end of their target zone – 80 per cent maximum heart rate) for prolonged periods of time. This excellent level of fitness is maintained throughout the whole session. |
|  |  |  |  |  | **101** | **102** | **(103) 11** | **104** | **105** |
|  |  |  |  | **101** | **102** | **(103) 10** | **104** | **105** |  |
|  |  |  | **101** | **102** | **(103) 9** | **104** | **105** |  |  |
|  |  | **101** | **102** | **(103) 8** | **104** | **105** |  |  |  |
|  | **101** | **102** | **103 (7)** | **104** | **105** |  |  |  |  |

**Health and Fitness**