**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 skills  techniques   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, positional  sense 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 sense  as 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 this  at 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** |
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|  |  |  |  | **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 attempt  an advanced agility.  Sequence/Routine:   Able to link together four simple movements. Evidence of good use of  body 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 a  higher 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 agilities  to 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 |
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|  |  |  |  | **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**