

## Key learning steps- Life without levels

Subject: Physical Education				
Year	Step	Key Learning Outcomes, from knowledge and performance.	Skills developed year by year.	End of year /unit exam topic/s
Beginning of Year 7		Baseline no prior knowledge expected non-core subject.		
Summary of Year 7 Physical Education.				
End of Year 7	Step 1	<p><b>Grade 1 (expected to achieve a grade 3 in year 11) students should be able to;</b> Demonstrates a limited level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 2 students should be able to;</b> Demonstrates a basic level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p><b>Grade 1 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self.</li> <li>• Limited to no communication during the full sided game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• No attempt to adapt to changes in a competitive situation.</li> </ul> <p><b>Grade 2 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application.</li> <li>• basic influence on the performance and motivation of self and others.</li> <li>• Rare communication during the full sided game.</li> <li>• Basic awareness and use of environmental conditions to</li> </ul>	End of module assessment, focused on skills in isolation/competitive situation/performance.

		<p><b>Grade 3 students should be able to;</b>          Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 4 students should be able to;</b>          Demonstrates a good level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p>benefit performance.</p> <ul style="list-style-type: none"> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Basic attempt to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul> <p><b>Grade 3 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some timing and consistent application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game and with Some impact, but inconsistent.</li> <li>• Attempts to respond to environmental conditions but With little success.</li> <li>• Tactical changes are sometimes effective, but inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with some success.</li> </ul> <p><b>Grade 4 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques used competently with some accurate timing and consistency of application, but with minor errors.</li> <li>• Able to influence the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Good communication during the full sided game with some impact, but minor errors in places.</li> <li>• Attempts to respond to environmental conditions, but with some success.</li> <li>• Good tactical changes are sometimes effective but can be inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>	
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Summary of Year 8 Physical Education.

End of Year 8	Step 2	<p><b>Grade 2 students should be able to;</b>          Demonstrates a basic level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 3 students should be able to;</b>          Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p><b>Grade 2 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application.</li> <li>• basic influence on the performance and motivation of self and others.</li> <li>• Rare communication during the full sided game.</li> <li>• Basic awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Basic attempt to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul> <p><b>Grade 3 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some timing and consistent application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game and with Some impact, but inconsistent.</li> <li>• Attempts to respond to environmental conditions but With little success.</li> <li>• Tactical changes are sometimes effective, but inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with some success.</li> </ul>	End of module assessment, focused on skills in isolation/competitive situation/performance.
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Summary of Year 9 Physical Education.				
End of Year 9	Step 3	<p><b>Grade 3 students should be able to;</b> Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 4 students should be able to;</b> Demonstrates a good level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 5 students should be able to;</b> Demonstrates a very good level of skills, techniques and decision making, with some</p>	<p><b>Grade 3 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some timing and consistent application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game and with Some impact, but inconsistent.</li> <li>• Attempts to respond to environmental conditions but With little success.</li> <li>• Tactical changes are sometimes effective, but inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with some success.</li> </ul> <p><b>Grade 4 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques used competently with some accurate timing and consistency of application, but with minor errors.</li> <li>• Able to influence the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Good communication during the full sided game with some impact, but minor errors in places.</li> <li>• Attempts to respond to environmental conditions, but with some success.</li> <li>• Good tactical changes are sometimes effective but can be inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul> <p><b>Grade 5 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and</li> </ul>	End of module assessment, focused on skills in isolation/competitive situation/performance.

		<p>precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 6 students should be able to;</b> Demonstrates a high level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p>misjudgements.</p> <ul style="list-style-type: none"> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the full sided game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul> <p><b>Grade 6 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• High level of position-specific skills and techniques demonstrated.</li> <li>• High level of skills and techniques, with accurate timing and consistency of application, with very few errors or misjudgements.</li> <li>• Able to influence effectively the performance and motivation of self and others, with few misjudgements.</li> <li>• Very effective communication with good impact during the full sided game.</li> <li>• Responds to environmental conditions with success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>	
Summary of Year 10 Physical Education.				
End of Year 10	Step 4	<p><b>Grade 3 students should be able to;</b> Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p><b>Grade 3 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some timing and consistent application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game and with</li> </ul>	End of module assessment, focused on skills in isolation/competitive situation/performance.

		<p><b>Grade 4 students should be able to;</b>          Demonstrates a good level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 5 students should be able to;</b>          Demonstrates a very good level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p>Some impact, but inconsistent.</p> <ul style="list-style-type: none"> <li>• Attempts to respond to environmental conditions but With little success.</li> <li>• Tactical changes are sometimes effective, but inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with some success.</li> </ul> <p><b>Grade 4 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques used competently with some accurate timing and consistency of application, but with minor errors.</li> <li>• Able to influence the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Good communication during the full sided game with some impact, but minor errors in places.</li> <li>• Attempts to respond to environmental conditions, but with some success.</li> <li>• Good tactical changes are sometimes effective but can be inconsistently applied in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul> <p><b>Grade 5 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the full sided game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a</li> </ul>	
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Summary of Year 11 Physical Education.

<p>End of Year 11</p> <p>(Linked to exemplar module checklist/PLC)</p>	<p>Step 5</p>	<p><b>Grade 3 students should be able to;</b>          Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 4 students should be able to;</b>          Demonstrates a good level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 5 students should be able to;</b>          Demonstrates a very good level of skills,</p>	<p><b>Grade 3 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some timing and consistent application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game and with Some impact, but inconsistent.</li> <li>• Attempts to respond to environmental conditions but With little success.</li> <li>• Tactical changes are sometimes effective, but inconsistent in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with some success.</li> </ul> <p><b>Grade 4 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques used competently with some accurate timing and consistency of application, but with minor errors.</li> <li>• Able to influence the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Good communication during the full sided game with some impact, but minor errors in places.</li> <li>• Attempts to respond to environmental conditions, but with some success.</li> <li>• Good tactical changes are sometimes effective but can be inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul> <p><b>Grade 5 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with mostly accurate timing</li> </ul>	<p>End of module assessment, focused on skills in isolation/competitive situation/performance.</p>
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		<p>techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 6 students should be able to;</b> Demonstrates a high level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p> <p><b>Grade 7 students should be able to;</b> Demonstrates an excellent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation</p>	<p>and consistency of application, but with minor errors and misjudgements.</p> <ul style="list-style-type: none"> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the full sided game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul> <p><b>Grade 6 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• High level of position-specific skills and techniques demonstrated.</li> <li>• High level of skills and techniques, with accurate timing and consistency of application, with very few errors or misjudgements.</li> <li>• Able to influence effectively the performance and motivation of self and others, with few misjudgements.</li> <li>• Very effective communication with good impact during the full sided game.</li> <li>• Responds to environmental conditions with success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul> <p><b>Grade 7 students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Excellent position-specific skills and techniques.</li> <li>• Excellent skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the full sided game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> </ul>	
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