

Year 8 Ways of Doing- Physical Education

	<i>Fitness</i>	<i>Skill Acquisition</i>	<i>Understanding</i>
<i>Exceeding</i>	The student's contribution is highly effective, significant and sustained due to a highly developed level of fitness.	The student shows the ability to make successful and effective tactical and strategic decisions in the activity/event/tariff/choreography. The student maintains technique, accuracy and consistency in the performance of all skills and their application is usually appropriate. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting/excelling against opponents/in demanding situations.	The student understands and retains nearly all technical concepts covered in lessons. The student is sometimes capable of answering higher order thinking questions posed to the group and demonstrates an ability to evaluate/analyse/ create. The student is consistent in their interest/ effort to ask and answer questions, regardless of the topic area being covered, demonstrating an inquisitive nature and a love of learning.
<i>Expected</i>	The student's contribution is usually effective, significant and sustained for the majority of the activity due to a good level of fitness.	The student shows the ability to make some successful and effective tactical and strategic decisions in the activity/event/tariff/choreography, but there may be some obvious weaknesses. The student maintains technique and accuracy in the performance of most skills but their application is not consistently appropriate. The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting/excelling against opponents/in demanding situations.	The student understands and retains most technical concepts covered in lessons. The student is occasionally capable of answering higher order thinking questions and demonstrates an ability to evaluate/analyse/create when working in collaboration with others. The student interest/ effort is sustained in almost all topic areas.
<i>Developing</i>	The student's contribution is sometimes effective and significant but it is not sustained due to only moderate levels of fitness.	The student shows some ability to make tactical and strategic decisions in the activity/event/tariff/choreography, but there are significant weaknesses and inconsistencies. The student's contribution is evident but infrequent and only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate and as a result only occasionally outwits/excels against opponents/in demanding situations.	The student understands and retains some of the most important technical concepts covered in lessons, however certain aspects require more work. The student is capable of answering foundation level questions but their application when asked to evaluate/ analyse/ create is not always appropriate. The student interest/effort is sustained for only some topic areas.
<i>Supported</i>	The student's contribution is occasionally effective but is not sustained due to low levels of fitness.	The student shows only a limited ability to make tactical and strategic decisions in the activity/event/tariff/choreography, with there being some significant weaknesses and inconsistencies. The student's contribution is limited to rare occasions and is only occasionally effective or significant. The student shows only limited technique and accuracy in the performance of a few skills. The application of skill is rarely appropriate and as a result rarely outwits/excels against opponents in demanding situations.	The student understands and retains some of the technical concepts covered in lessons, however it is clear that certain aspects require more work. The student is sometimes capable of answering foundation level questions but their application of knowledge is not always appropriate. The student interest/effort is sustained for few topic areas.