

# Benchmarks

## Physical Education at Fourth Level

September 2016

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Learners demonstrate an increasing confidence as they refine their movement. They are more consistent in the appropriate selection, adaptation and application of skills in increasingly complex games, sports and other indoor and outdoor activities. They can work individually and with others to practise and refine movement patterns and sequences. Learners demonstrate increasing control of their body. They can create, rehearse and perform a broad range of movement skills and sequences with greater consistency and precision.

Learners understand factors that can affect a high quality performance. They can plan and implement strategies to improve their performance. They can use set performance criteria and/or create their own success criteria to evaluate their own performance and that of their peers. They know how to peer assess using supportive language. They accept and can provide constructive feedback that informs next steps and leads to improved performance.

Learners continue to sustain regular and enjoyable moderate to vigorous physical activity. They understand how to develop a plan that identifies an area of performance improvement, carry out the plan, and then evaluate. Learners understand that fitness is influenced by factors such as, ability, values, attitudes and motivation. They can create, implement and justify personal goals based on needs and interests and identify areas for improvement.

Learners understand roles and responsibilities in individual and team sports and demonstrate increasing confidence in leading others. They can negotiate and assign roles in groups and teams and monitor progress. They demonstrate how communication, decision making, goal setting and conflict resolution skills can improve individual and team performance.

Learners understand that participation in physical activity has important health and wellbeing benefits for themselves and others. They can critically evaluate how the community provides for physical activity for individuals with varied abilities, needs and interests. Learners understand that there are individual differences in physical ability and needs and can work cooperatively with peers with diverse capabilities.

They can apply with increasing confidence strategic thinking, proactive decision-making and knowledge of game tactics to solve movement challenges and improve personal and team performance.

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<b>Physical Competencies</b>	<b>Kinaesthetic Awareness</b>	As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. <b>HWB 4-21a</b>	<ul style="list-style-type: none"> <li>• Takes calculated risks showing an awareness of self, others and safety in the practice and performance environments</li> <li>• Consistently and effectively adapts, transfers and improvises movement in the practice and performance environments.</li> <li>• Is internally aware when creating and adapting movement sequences in new and challenging situations.</li> <li>• Differentiates between movements of different parts of the body with precision e.g. pike headstand.</li> <li>• Performs precise transfers of weight with and without equipment involving static and dynamic balance.</li> <li>• Confidently and consistently manipulates objects whilst maintaining balance, resulting in high quality performance e.g. reverse pass in hockey</li> <li>• Consistently performs an efficient sequence of movements with accuracy.</li> <li>• Consistently demonstrates efficient movement with poise that leads to successful outcomes.</li> <li>• Independently selects and applies the key elements of movement that leads to a quality performance</li> <li>• Creates a high quality performance using a variety of stimuli e.g. combination of six basic dance actions</li> <li>• Breaks and re-establishes rhythm in response to both internal and external cues e.g. short tennis drop shot to win an extended base line rally.</li> <li>• Consistently performs specialised movement skills/techniques with precision in practice and performance environments.</li> </ul>
	<b>Balance and control</b>		
	<b>Coordination and fluency</b>	I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. <b>HWB 4-22a</b>	
	<b>Rhythm and timing</b>	While learning together, and in leadership situations, I can: <ul style="list-style-type: none"> <li>• experience different roles and take responsibility in organising a physical event</li> <li>• contribute to a supportive and inclusive environment</li> <li>• demonstrate behaviour that contributes to fair play.</li> </ul> <b>HWB 4-23a</b>	
	<b>Gross and fine motor skills</b>	I can: <ul style="list-style-type: none"> <li>• observe closely, reflect, describe and analyse key aspects of my own and others' performances</li> <li>• make informed judgements, specific to an activity</li> </ul>	

		<ul style="list-style-type: none"><li>• monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <b>HWB 4-24a</b></li></ul>	<ul style="list-style-type: none"><li>• Transfers skills learned in one performance environment effectively into a different performance environment e.g. hold streamlined position in glide phase of breaststroke/top of straight jump in trampolining.</li><li>• Consistently uses eye/hand and eye/foot coordination as part of skilful performance.</li></ul>
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		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<b>Cognitive skills</b>	<b>Focus and Concentration</b>	<p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. <b>HWB 4-21a</b></p> <p>I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. <b>HWB 4-22a</b></p> <p>While learning together, and in leadership situations, I can:</p> <ul style="list-style-type: none"> <li>• experience different roles and take responsibility in organising a physical event</li> <li>• contribute to a supportive and inclusive environment</li> <li>• demonstrate behaviour that contributes to fair play. <b>HWB 4-23a</b></li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>• observe closely, reflect, describe and analyse key aspects of my own and others' performances</li> <li>• make informed judgements, specific to an activity</li> <li>• monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <b>HWB 4-24a</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consistently pays attention to task and is able to switch from one task to another and filter out distractions.</li> <li>• Quickly filters and prioritises verbal, physical and situational cues to respond to movement challenges</li> <li>• Independently selects, applies and reviews a series of actions that contribute to a successful performance.</li> <li>• Consistently demonstrates and applies what next?' as a key element of successful performance.</li> <li>• Confidently and independently makes decisions under pressure that lead to improved performance</li> <li>• Consistently interprets information quickly and accurately from pressured situations that lead to successful outcomes in practice and performance environments.</li> <li>• Consistently selects, adapts and applies the most appropriate strategy and justifies how these decisions can be transferred to other physical environments.</li> <li>• Confidently creates movement sequences with precision.</li> <li>• Demonstrates independent, creative thinking when evaluating performance.</li> <li>• Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance</li> </ul>
	<b>Cue Recognition</b>		
	<b>Sequential Thinking</b>		
	<b>Prioritising</b>		
	<b>Decision Making</b>		
	<b>Multi-processing</b>		
	<b>Problem Solving</b>		
<b>Creativity</b>			

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<b>Personal Qualities</b>	<b>Motivation</b>	As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. <b>HWB 4-21a</b>	<ul style="list-style-type: none"> <li>Consistently demonstrates self-direction and positive effort in practice and performance environments.</li> <li>Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance.</li> <li>Maximises the factors that motivate and minimises the factors that impede participation in physical activity every day.</li> <li>Demonstrates perseverance and commitment using techniques such as self-talk and encouragement when working independently and/or with others to improve performance.</li> <li>Uses knowledge of results, established criteria and other types of feedback to support self and peers' strive to improve performance.</li> <li>Independently engages in challenging tasks.</li> <li>Brings the 'best' out of the group and allows others to reciprocate.</li> <li>Reflects on, creates and uses criteria to evaluate personal and group performance.</li> <li>Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance.</li> <li>Takes the initiative to celebrate, value and build on achievements as part of the learning journey.</li> <li>Initiates and adopts coping strategies in response to the outcomes of competition.</li> <li>Demonstrates the effort and perseverance required to work through challenges, thus increasing chances of future success.</li> <li>Recognises own and other people's emotions that come from performing and is aware of how they can impact both positively and negatively on performance.</li> <li>Initiates and adopts a range of strategies to deal with these situations</li> <li>Takes responsibility for learning, independently and/or with others.</li> <li>Independently selects strategies to demonstrate self-control for successful and enjoyable performance.</li> </ul>
	<b>Confidence and Self-esteem</b>		
	<b>Determination and Resilience</b>	I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. <b>HWB 4-22a</b>	
	<b>Responsibility and Leadership</b>	While learning together, and in leadership situations, I can: <ul style="list-style-type: none"> <li>experience different roles and take responsibility in organising a physical event</li> <li>contribute to a supportive and inclusive environment</li> <li>demonstrate behaviour that contributes to fair play.</li> </ul> <b>HWB 4-23a</b>	
	<b>Respect and Tolerance</b>		
<b>Communication</b>	I can: <ul style="list-style-type: none"> <li>observe closely, reflect, describe and analyse key aspects of my own and others' performances</li> <li>make informed judgements, specific to an activity</li> </ul>		

		<ul style="list-style-type: none"> <li>monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <b>HWB 4-24a</b></li> </ul>	<ul style="list-style-type: none"> <li>Justifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success.</li> <li>Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all</li> <li>Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect in practice and performance environments.</li> <li>Independently and confidently applies negotiation skills when working with others in a variety of movement challenges.</li> <li>Reflects on the influence of ethical behaviour on the outcome of movement challenges.</li> <li>Engages respectfully and confidently with others. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way supporting and justifying points with evidence or detail.</li> <li>Independently applies knowledge and understanding of a wide range of verbal and non-verbal communication skills for a successful outcome e.g. a winning performance in doubles table tennis.</li> </ul>
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		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<b>Physical Fitness</b>	<b>Stamina</b>	As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. <b>HWB 4-21a</b>	<ul style="list-style-type: none"> <li>• Makes informed choices and decisions for sustaining moderate to vigorous physical activity.</li> <li>• Investigates heart rate zones and how these zones relate to fitness and health and wellbeing.</li> <li>• Critically analyses local, cultural and social factors that influence participation in physical activity and suggest improvements.</li> <li>• Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement.</li> <li>• Applies aerobic/anaerobic systems to support successful performance.</li> <li>• Moves at different speeds and changes direction quickly with precision.</li> <li>• Consistently accelerates quickly from a stationary position to contribute to successful performance.</li> <li>• Consistently applies the use of speed and force with body parts and/or equipment e.g. swivel hips in trampolining.</li> <li>• Justifies the selection of personal goals to improve speed</li> <li>• Consistently demonstrates precision through the use of balance, postural control and the links to core stability. Demonstrates the use of speed and force with precision and control e.g. absorbing force when tackling an opponent in rugby.</li> <li>• Justifies the selection of personal goals to improve core stability and strength.</li> <li>• Consistently applies core stability and strength in physical activities for successful performance.</li> <li>• Performs a wide range of dynamic movements with precision.</li> <li>• Justifies the selection of personal goals to improve flexibility.</li> <li>• Consistently applies flexibility in physical activities to support successful performance.</li> </ul>
	<b>Speed</b>	I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. <b>HWB 4-22a</b>	
	<b>Core Stability and Strength</b>	While learning together, and in leadership situations, I can: <ul style="list-style-type: none"> <li>• experience different roles and take responsibility in organising a physical event</li> <li>• contribute to a supportive and inclusive environment</li> <li>• demonstrate behaviour that contributes to fair play.</li> </ul> <b>HWB 4-23a</b>	
	<b>Flexibility</b>	I can: <ul style="list-style-type: none"> <li>• observe closely, reflect, describe and analyse key aspects of my own and others' performances</li> <li>• make informed judgements, specific to an activity</li> <li>• monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs.</li> </ul> <b>HWB 4-24a</b>	