

## Supporting professional judgement in physical education – text for exemplification videos

Physical Competencies	
Level	Kinaesthetic Awareness
<b>Early</b>	In this clip the learners are asked to change their actions on a command from the teacher in naming different kinds of beans e.g. runner bean or broad beans. This clip demonstrates how the learners use their body to replicate their version of what the beans might look like. The learners successfully change their body shape, direction, speed and dynamics to perform the actions associated with the beans. The learners' spatial awareness is evident as they move around the space without bumping into each other.
<b>First</b>	In this clip the teacher (off camera) has a bank of cards that are being used to stimulate a response from the learners. The learners interpret the shape they see on the cards, then move and adjust their body to mirror that shape. As they move about the space they demonstrate different styles of jogging. The girl has a slightly more developed foot placement brought about by her ability to 'feel' the floor with different parts of her feet.
<b>Second</b>	In this clip the learner on the left of the screen displays a clear understanding of how to move, how to change level and direction, and how to include dynamic actions to create a confident performance. The learner on the right of the screen is more precise in her movements and is demonstrating her ability to work beyond second level.
<b>Third</b>	In this clip the learner demonstrates kinaesthetic awareness in the precision of his body shape throughout the routine. He also displays his awareness of his position in space, making minor adjustments to centre his bounce on the trampoline.
<b>Fourth</b>	In this clip the learner demonstrates kinaesthetic awareness by adjusting his body shape to cushion the ball on his chest.

Physical Competencies	
Level	Balance and Control
Early	In this clip the learner travels over and through the obstacle course. He changes his movements to meet the demands of the course, and controls his speed to remain stable while changing direction and height. His body control also allows him to change shape while in the flight and landing phases.
First	In this clip the learner is tasked with travelling though the course using balance, flight and rotation skills. He is precise and careful with his movements to ensure he stays in balance. His control also allows him to change the shape of his body to add variety to his sequence.
Second	In this clip the learner demonstrates control of her movement sequence. She uses her arms and her knees to add stability while travelling over the narrow base, and when landing from her dismount. When performing the two balances she controls her arms and legs to maintain balance as she changes posture.
Third	In this clip the learner maintains balance and control while demonstrating a demanding gymnastic sequence in which she uses the equipment to support her smooth transfer of weight.
Fourth	In this clip the learner displays a high level of balance and control to manage his body through a double vault sequence. His balance and control are evident as he controls the flight phases at speed, and continues the momentum from one action to the next, although the posture he adopts when travelling over the second box could be more precise.
	In this clip the learner demonstrates high levels of dynamic balance and precise body control as she seamlessly links her tumbling sequence. Her recovery phase from each individual skill becomes the preparation phase for the next skill.

Physical Competencies	
Level	Coordination and Fluency
Early	In this clip both learners are moving around the space until they meet each other. When meeting they coordinate a hand clap sequence before moving off to jog once more.
First	In this clip the learner demonstrates 3 different postural shapes in a short sequence. As she becomes more confident she coordinates the transition from one shape to the next more fluently.
Second	In this clip the learner demonstrates his coordination as he moves upper and lower parts of the body at the same time to stay afloat. On the command he forms a star-float position before fluently resuming his treading water action.
Third	In this clip the learner demonstrates coordination as he performs the glide, pull and kick phases of the breaststroke. His performance is fluent in each phase of the stroke.
Fourth	In this clip the learner demonstrates coordination as she combines the arm pull, leg kick and breathing pattern of the front crawl stroke with fluency.

Physical Competencies	
Level	Rhythm and Timing
Early	In this clip both learners are demonstrating an established four beat rhythm. The learner on the right of the screen counts out the number of beats to help with the timing of the change to the next part of their sequence.
First	In this clip the learner carefully combines the jumps and claps into a clear rhythm, finishing with him timing the change of direction, ready to repeat the sequence.
Second	In this clip the learners have created a sequence involving an identified number of ball taps before passing to each other. The rhythm they have created can be heard, and helps them to coordinate their shared actions.
Third	In this clip the learners establish a strong rhythm when tossing the ball to each other by being consistent with the speed and height of the ball flight. They demonstrate timing by waiting until the incoming ball is past the mid-point of its flight before releasing the ball they are holding.
Fourth	In this clip the learner is performing a tumble turn. She has established the rhythm of the front crawl as she approaches the wall, then she demonstrates timing to initiate and successfully complete the turn.

Physical Competencies	
Level	Gross and Fine Motor Skills
Early	In this clip the learner demonstrates a range of gross motor skills as he manoeuvres his way through and over the obstacle course. The learner then demonstrates fine motor skills as he collects the fur ball with one hand, passes it to the other, and then places it on the target.
First	In this clip the learners run around the shared space until they meet their partner. When they tag each other they then have a game of rock/paper/scissors to gain a point. The learners demonstrate they can move at speed and change direction, then perform the precise actions required for the game.
Second	In this clip the learner demonstrates control of the gross movements he makes in preparation for the fine movement of controlling the racquet head, with either hand, when contacting the ball.
Third	In this clip both learners demonstrate gross motor skills in moving towards the target and linking with each other, and fine motor skills in manipulating the hockey stick to control and pass the ball. This is particularly true of the learner on the right who uses a reverse stick action to make his pass.
Fourth	In this clip the learner demonstrates his use of gross and fine motor skills to control both his posture and the ball while playing forehand and backhand shots. The learner demonstrates fine motor skill to manipulate the speed of the shot when attacking.