

Benchmarks

Physical Education at Fourth Level

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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.

Fourth Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness	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. HWB 4-21a	<ul style="list-style-type: none"> • Takes calculated risks showing an awareness of self, others and safe working, for example, completing a somersault. • Adapts, transfers and improvises movement effectively. • Is internally aware when creating and adapting movement sequences in new and challenging situations. • Differentiates between movements of different parts of the body with precision, for example, pike headstand. • Performs precise transfers of weight with and without equipment involving static and dynamic balance. • Manipulates objects confidently and consistently while maintaining balance, for example, reverse pass in hockey. • Performs an efficient sequence of movements consistently and with accuracy. • Evaluates and applies the key elements of movement that lead to a quality performance. • Creates a high quality performance using a variety of stimuli, for example, combination of six basic dance actions. • Breaks and re-establishes rhythm in response to both internal and external cues, for example, short tennis drop shot to win an extended base-line rally.
	Balance and Control		
	Coordination and Fluency	I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. HWB 4-22a	
	Rhythm and Timing		

	Gross and Fine Motor Skills		<ul style="list-style-type: none"> • Performs specialised movement skills/techniques consistently with precision. • Transfers skills learned in one performance environment effectively into a different one, for example, hold streamlined position in glide phase of breaststroke/top of straight jump in trampolining. • Uses eye/hand and eye/foot coordination consistently as part of skilful performance.
Cognitive skills	Focus and Concentration Cue Recognition Sequential Thinking Prioritising Decision Making Multi-processing Problem Solving Creativity	<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.</p> <p style="text-align: right;">HWB 4-21a</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.</p> <p style="text-align: right;">HWB 4-22a</p>	<ul style="list-style-type: none"> • Pays attention to task consistently and is able to switch from one task to another and filter out distractions. • Filters and prioritises verbal, physical and situational cues quickly to respond to movement challenges. • Selects, applies and justifies a series of actions that contribute to a successful performance. • Demonstrates and applies ‘what’s next?’ consistently as a key element of successful performance. • Makes decisions under pressure with confidence. • Interprets information quickly and accurately in pressured situations. • Selects, adapts and applies the most appropriate strategy and justifies how these decisions can be transferred to other physical environments. • Creates movement sequences with precision and confidence. • Demonstrates independent, creative thinking when evaluating performance. • Demonstrates flair, originality, imagination with increasing refinement.

Personal Qualities	Motivation	<p>I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts.</p> <p style="text-align: right;">HWB 4-22a</p>	<ul style="list-style-type: none"> • Demonstrates self-direction and positive effort consistently. • Justifies and applies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance. • Maximises the factors that enable, and minimises the factors that impede, participation in daily physical activity. • Demonstrates perseverance and commitment using techniques such as positive thinking and encouragement when working independently and/or with others to improve performance.
	Confidence and Self-esteem	<p>While learning together, and in leadership situations, I can:</p> <ul style="list-style-type: none"> • experience different roles and take responsibility in organising a physical event • contribute to a supportive and inclusive environment • demonstrate behaviour that contributes to fair play. <p style="text-align: right;">HWB 4-23a</p>	<ul style="list-style-type: none"> • Constructs and co-constructs criteria, knowledge of results and other types of feedback to evaluate and adapt personal and group performance. • Engages in challenging tasks independently. • Brings out the 'best' in the group and allows others to reciprocate. • Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. • Takes the initiative to celebrate, value and build on achievements as part of the learning journey.
	Determination and Resilience	<p>I can:</p> <ul style="list-style-type: none"> • observe closely, reflect, describe and analyse key aspects of my own and others' performances • make informed judgements, specific to an activity • monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <p style="text-align: right;">HWB 4-24a</p>	<ul style="list-style-type: none"> • Self-selects coping strategies in response to the outcomes of competition. • Demonstrates the effort and perseverance required to work through challenges. • 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.
	Responsibility and Leadership		<ul style="list-style-type: none"> • Takes responsibility for learning, independently and/or with others. • Demonstrates self-control for successful and enjoyable performance. • Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success.

	<p>Respect and Tolerance</p> <p>Communication</p>		<ul style="list-style-type: none"> • Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all. • Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect. • Applies negotiation skills with confidence when working with others in a variety of movement challenges. • Discusses and evaluates the influence of ethical behaviour on the outcome of movement challenges. • 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. • Demonstrates understanding and applies a wide range of verbal and non-verbal communication skills for a successful outcome, for example, a winning performance in doubles table tennis.
<p>Physical Fitness</p>	<p>Stamina</p>	<p>I am developing and sustaining my level of performance across all aspects of fitness.</p> <p>HWB 4-22a</p>	<ul style="list-style-type: none"> • Makes informed choices and decisions for sustaining moderate to vigorous physical activity. • Investigates heart rate zones and how these zones relate to fitness and health and wellbeing. • Critically analyses local, cultural and social factors that influence participation in physical activity and suggest improvements. • Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement. • Applies aerobic/anaerobic systems to support successful performance.

