

Assessment in PE

In Physical Education at Scissett Middle School we use core tasks to assess pupils' progress

The Qualifications and Curriculum Authority (QCA) described core task activities as 'an opportunity to use what students have learned through the unit in an authentic context that is suitably challenging for their age and ability'. The core tasks, therefore, are aimed to aid in the assessment of pupil's performance in Physical Education.

Students in years 6, 7 and 8 will complete progressive core tasks in a range of activity areas, namely;

- Athletics
- Dance
- Gymnastics
- Invasion games
- Net games
- Outdoor and adventurous activities
- Striking and fielding.

All pupils will have completed appropriate swimming activities at KS2 at First School Prior to arriving at Scissett Middle School.

The following table contains the core task that students will be assessed in.

	Athletics	Invasion Games	Net Games	Striking and Fielding	Dance	Gymnastics	OAA
Year 6	<p>Task 1 Measure how far you can run in: 5 seconds 30 seconds 2 minutes</p> <p>Task 2 Measure how long or high you can jump using: Standing jumps Jumps with run-ups Combination jumps, eg two-footed jumps, step, hop</p> <p>Task 3 Measure how well you can throw: For height, e.g. bounce the ball and try to clear a barrier For distance With run-ups and without</p>	<p>The aim of the game is to set up an attack and to shoot or score without the defenders touching the ball. Play the game 4 against 3 or 5 against 4 on a pitch that is divided into 3 sections. The larger team (mainly attackers) starts with the ball in one end section and tries to score a goal in the other end section. The smaller team (mainly defenders) is only allowed in the middle section of the pitch and has to try to stop the opposition from scoring or</p>	<p>The aim of the game is to score points by making the ball bounce twice on the opponents' side of the net. The first bounce must land in the court. Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.</p>	<p>The aim of the game is to score points or runs by running around bases or between wickets. Play the game with a pair of batters against 4 to 6 fielders who take it in turns to bowl. Players may only run when they hit the ball into marked areas of the field. Pairs of batters play an innings of 20-30 balls.</p>	<p>Pupils create and develop movements that relate to a theme, structuring a simple narrative duet and using dynamic contrast to enhance communication of the dance idea. As they work, they identify and interpret the story, explain their choice of actions in relation to the dance idea and describe what they see using a descriptive and dynamic vocabulary.</p>	<p>Using what you know about composing a sequence, create and perform a sequence on floor and apparatus for an audience. Your sequence should include at least 8 to 10 elements, e.g. start on the floor, move onto apparatus, finish on the floor. It must also include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances</p>	<p>Task 1: orienteering activities and journeying Working in pairs or small groups complete an orienteering course using a map. Your challenge is to find between 8 and 12 controls in under 45 minutes. The course will be in your school grounds or in a local park that you know.</p>

	Using different equipment, e.g. hoops, large and small balls, quoits, mini-discus, beanbags	keeping possession. The smaller team scores when it gets the ball in 1 of 2 goals in the larger team's starting section.					
Year 7	<p>Task 1: running</p> <p>The purpose of this task is for the pupils to find out how long they can sustain maximum pace. Working in small groups, use cones to mark how far each runner reaches after 1, 2, 3, 4 and 5 seconds when running for 8-12 seconds or for a distance of between 50m and 100m. Compare the distance between each cone and see how it relates to the distance covered in the rest of the time. Develop starting and accelerating technique to improve speed over this distance and longer sprints. Repeat over longer time spans in longer runs, e.g. the distance covered in a 40-60 second run after 10, 20 and 30 seconds and the distance covered after 30, 60, 90, 120 and 180 seconds in runs of more than 3 minutes</p> <p>Task 2: jumping</p> <p>The purpose of this task is to investigate the effect of the length of a run-up on the distance achieved in a jump. Pupils should measure the distance they jump off the following run-ups: 1 pace, 3 paces, 7 paces, 11 paces, 15 paces, 19 paces. For the purpose of the investigation, jumps should be measured from the toe of the jumping foot to the nearest mark made in the pit. When they have discovered the optimum distance for their own run-up pupils should work out how to make that run consistent so that they jump obeying the rules of the competition.</p>	Four attackers versus 2 defenders (progress to 4v3). Attackers start with the ball from a safe exclusion zone near their own goal. They attempt to score in 1 of 3 goals. Defenders can score in 1 large goal, shooting from outside the exclusion zone. After each goal the attackers restart from the exclusion zone.	The purpose of the game for pupils is to score more points than their opponent by getting the ball to bounce once in their opponent's court and then a second time. Play 1v1 on a modified court between 3m and 5m square on each side of a low net. Use a suitable racket and a ball. Players should agree rules on how to start the game, restart the game after a point is won, finish the game and on a scoring system. The chosen game should reflect known games, e.g. tennis, and table tennis.	The purpose of this game is for the batting pair to score as many runs as they can in their innings. In each group, pupils should play 6 fielders against the team of bowler and batter who are working together. The bowler and batter have 12 deliveries (6 each) during which they should score as many runs/points as possible. Points are scored either by running round the bases e.g., softball or rounders' or by running between wickets e.g., stool ball or cricket. They should decide on which rules they will play to. The batting pair should set, or be set a target of points/runs to achieve. If either of them is 'out' they will lose a point/run.	Pupils create and develop movements that relate to a theme, structuring a simple group dance to enhance communication of the dance idea. As they work, they identify and interpret the theme, explain their choice of actions in relation to the dance idea and describe what they see using a descriptive and dynamic vocabulary.	With a partner, create and perform a pair sequence on the floor lasting about 1 minute. Make sure that you use skills and ideas from this unit. Your sequence must: <ul style="list-style-type: none"> ● Include at least 6 different actions ● Include at least 4 balances (some of which must be contrasting, matching, contacting, part weight bearing and full weight bearing.) ● Show how you and your partner relate your own actions and balances to each other 	Pupils complete a solo orienteering course with between 6 and 12 controls set in familiar terrain, e.g. the school site or local parkland. They spend 10 minutes planning how they will complete the course, then hand in a copy of the plan before departure. They record the order in which they visit the controls and the time taken to move between controls.

	<p>Task 3: throwing The purpose of this task is to investigate the relationship between or trajectory of a throw and the distance achieved. Using pushing, pulling and slinging actions and a variety of equipment pupils try to hit targets or markers at varying distances from the point of throw, eg using pulling action and a tennis ball or a javelin with markers at 3m, 5m, 7m, 11m, 15m, 20m etc. Pupils find out how the position of the body and the position of the feet change as the target gets further away. Set a target at the near maximum distance and have pupils try to reach or go further</p>						
Year 8	<p>Task 1: running The purpose of the task is to find out the critical distance, where a single runner is overtaken by the last runner in a relay team. Working in a group, they can take turns to be the individual runner racing the relay team. Race them over different distances between 100m and 400m. the relay team should share the effort out fairly so that they run roughly equal amounts of time or distance. When the critical distance is found for one runner they should see if they can extend it or the relay team can reduce it</p> <p>Task 2: throwing The purpose of this task is to discover the effect that a run-up/shift/turn has on distance and accuracy in a throwing activity or event. Measure the distance achieved with a specific event or throw with a standing throw, 1 pace, 3 paces and 5 paces (where appropriate). Work at improving the distance for each and decide which approach is best for each style of throw</p>	Three attackers versus 3 defenders (progress to 4 defenders). Attackers start with the ball in their own third of the pitch and try to score in the defenders' goal. The defenders attempt to 'gain' possession and score in 1 of 2 goals wide on the wings of the pitch.	The purpose is to score points by getting the ball to land in their opponent's court. Play 2v2 over a net that is above head height on a court that is about 5m x 5m on each side of the net.	The purpose of the game is for a batting pair to play against a bowling pair and see who can score the most points. Points are scored for each completed run, each time a post is passed, each time a wicket is taken or a batter would be given out in a full game. The bowlers are supported by 4 other fielders. Each innings should be between 20 and 30 balls. At the end of the innings the bowling pair bat against the batting pair. Each pair tries to add to their score. At the end of this 'match' the fielders will form 2 pairs and play their match.	Create and perform step and action patterns and short dances from a range of dance crazes, such as: <ul style="list-style-type: none"> • Cha cha cha • Waltz • Jive • Rock N Roll Choose 2 or 3 styles and create a longer dance incorporating the styles you have chosen. Join with a partner or small group to develop and perform your dance	In pairs or threes pupils design and then perform an apparatus sequence of 6 to 8 actions incorporating flight, rolls and balances, which focuses on carrying weight on hands. It must be synchronised or in canon or a mixture and should involve no partner contact.	orienteering/navigation In teams' pupils plan, organise and participate in an orienteering competition on a familiar site, Controls vary in value and teams can select 10 controls from a possible 20 in order to score the highest number of points in their team.

Task 3: jumping

The purpose of the task is to investigate the effect what stride length in a run-up has on the distance or height jumped. Use short run-ups of 5 to 7 strides. Try short even-length strides; long even-length strides; and stride patterns with a mixture of lengths. Select a pattern that works best and then incorporate it into a longer run-up