



Cambridge National Sports Studies - Mark banding knowledge organiser



Marking band 1 wording:

Basic - Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.

Brief/Briefly - Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.

Dependent - The student can perform a task when given regular assistance or help.

Few - Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.

Hesitant(ly) - Slow, uncertain, reluctant.

Inconsistent(ly) - A level of performance which varies in quality over time.

Inefficient - Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.

Limited - Work produced is restricted in range or scope and includes only some of the information required. Work produced is a starting point.

Minimal - Includes very little in amount or quantity required.

Simple - Includes a small number of relevant parts, which are not related to each other.

Superficial - Work completed lacks depth and detail.

Marking band 3 wording:

Accurate(ly) - Acting or performing with care and precision. Correct in all details.

All - Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.

Clear(ly) - Focused and accurately expressed, without ambiguity.

Complex - Includes many relevant parts, all of which relate to each other logically.

Comprehensive(ly) - The work produced is complete and includes everything required to show depth and breadth of understanding. Fully fit-for-purpose.

Confident(ly) - Showing certainty over the information presented. Showing certainty in actions performed.

Consistent(ly) - A level of performance which does not vary in quality over time.

Critical - Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective troubleshooting/fault finding.

Detailed - Gives point by point consideration of all the key information.

Efficient - Able to produce results or outputs with the minimum expense, because of good organisation and making the best use of available resources.

Full(y) - Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding. Work produced results in a process, concept or output that would be fully fit-for-purpose.

Independent(ly) - The student can perform a task without assistance or reliance on others.

Justify/Justified - The reasons for doing something are explained in full.

Most(ly) - Includes nearly all of what is expected to be included.

Perceptive - Having or showing insight.

Specific - Evidence is tightly focused on the individual or activity in question, rather than general or generic.

Well developed - The student evidences skills that are mature and well-practised. The student evidences knowledge or awareness that demonstrate solid underpinning understanding of the situation.

Wide (ranging) - Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

Marking band 2 wording:

Adequate(ly) - Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.

Assisted - The student can perform a task with occasional assistance or help.

Part(ly)/Partial - To some extent but not completely. Work produced results in a process, concept or output that would be useable for its purpose.

Some - Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.

Sound - Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. Applies understanding and skills to produce the wanted or intended result in a way that would be useable.