

Physical Education - Key Stage 3 Level Descriptors

	Assessment Foci 1 – Developing skills in physical activity	AF2 – Making and applying decisions	AF3 – Evaluating and improving	AF4 – Healthy, active lifestyles	AF5 – Developing physical and mental capacity	AF6 – What’s your role?
Exceptional Performance	Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality.	Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others’ work. They are increasingly independent in finding imaginative, novel and different solutions to problems posed by themselves and others.	They critically analyse and judge their own and others’ work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgments independently about how their own and others’ performance could be improved, prioritising aspects for further development.	They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing.	They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.	
Level 8	Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance.	Drawing on what they know of the principles of advanced strategies, tactics or composition, they apply them with proficiency, flair and originality in their own and others’ work.	They critically evaluate their own and others’ work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance. They use this information to plan and monitor ways in which their own and others’ performance could be improved, acting on these decisions to bring about the improvements.	They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.	They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others’ exercise and physical activity programmes.	
Level 7	Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control, fluency and originality.	They apply the principles of advanced strategies, tactics and compositional ideas in their own and others’ work, and modify them in response to changing circumstances and other performers.	They analyse and comment on their own and others’ work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. They plan ways to improve their own and others’ performance and act on these decisions in order to bring about the improvements.	They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.	They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities.	
Level 6	Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency.	They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others’ work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others’ strengths and weaknesses.	They analyse and comment on how skills, techniques and ideas have been used in their own and others’ work, and on compositional and other aspects of performance. They suggest ways to improve.	When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.	They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing.	
Level 5	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency.	They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances.	They analyse and comment on skills, techniques and ideas and how these are applied in their own and others’ work.	They plan, organise and lead practices and activities safely, helping others’ to improve their performance.	They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle.	
Level 4	Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency.	They show that they understand tactics and composition. They work with others to plan and lead simple practices and activities for themselves and others.	They compare and comment on skills, techniques and ideas used in their own and others’ work, and use this understanding to improve their performance.	They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing.	They explain and apply basic safety principles when preparing for exercise.	

Physical Education - Key Stage 4 Grade Descriptors

	Assessment Foci 1
Grade A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.</p> <p>They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.</p> <p>They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.</p>
Grade B	
Grade C	<p>Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.</p> <p>They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency.</p> <p>They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.</p> <p>They analyse effectively, and comment on, their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.</p>
Grade D	
Grade E	
Grade F	<p>Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity.</p> <p>They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.</p> <p>They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.</p> <p>They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.</p> <p>They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.</p>
Grade G	