

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? |
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| 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. | |

Vocational Physical Education - Key Stage 4 Grade Descriptors

| | Assessment Foci 1 - | AF2 - | AF3 - |
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| Grade A | <p>D1 justify use of tactics appropriate for one team and one individual sport, identifying areas for improvement</p> <p>D2 explain the strengths and weaknesses of an individual, or team, in one individual and one team sport, providing specific recommendations relating to improving upon weaknesses.</p> | <p>D1 give a detailed account of why participants are at risk of injury whilst taking part in sport</p> <p>D2 analyse the use of specialist equipment to minimise the risk of injury.</p> | <p>D1 analyse four sporting movements, detailing the musculoskeletal actions occurring, and the contractions that are necessary</p> <p>D2 analyse the effects of exercise on the musculoskeletal system</p> <p>D3 analyse the effects of exercise on the cardiorespiratory system.</p> |
| Grade B | <p>M1 describe use of tactics appropriate for one team and one individual sport</p> <p>M2 explain, using appropriate examples, the rules, regulations and scoring systems for one team and one individual sport</p> <p>M3 independently produce an observation checklist that could be used to review the performance of an individual or a team</p> <p>M4 describe the strengths and weaknesses of an individual, or team, in one individual and one team sport, identifying ways to improve upon weaknesses.</p> | <p>M1 explain risks and hazards associated with sports participation</p> <p>M2 explain prominent, rules, regulations and legislation relating to health safety and injury in sports participation</p> <p>M3 explain why certain injuries and illnesses are associated with sports participation</p> <p>M4 deal with casualties suffering from three different injuries and/or illnesses</p> <p>M5 describe contingency plans that can be used in a risk assessment.</p> | <p>M1 identify the movement occurring at synovial joints during three different types of physical activity</p> <p>M2 explain the effects of exercise on bones and joints</p> <p>M3 give examples of different types of muscular contraction relating to four different types of physical activity</p> <p>M4 explain the effects of exercise on the cardiovascular system</p> <p>M5 explain the effects of exercise on the respiratory system</p> <p>M6 explain the energy requirements of four different types of physical activity.</p> |
| Grade C | <p>P1 demonstrate use of practical skills, techniques and tactics appropriate for one team and one individual sport</p> <p>P2 describe the rules, regulations and scoring systems for one team and one individual sport</p> <p>P3 describe the main roles and responsibilities of officials in one team and one individual sport</p> <p>P4 produce, with teacher support, an observation checklist that could be used to review the sports performance of an individual or a team</p> <p>P5 use an observation checklist to review the sports performance of an individual, or team, in one individual and one team sport</p> <p>P6 identify the strengths and weaknesses of an individual, or team, in one individual and one team sport.</p> | <p>P1 describe six risks and hazards associated with sports participation</p> <p>P2 describe prominent rules, regulations and legislation relating to health safety and injury in sports participation</p> <p>P3 describe four different types of injuries associated with sports participation and their underlying causes</p> <p>P4 describe types and signs of illnesses related to sports participation</p> <p>P5 deal with casualties suffering from three different injuries and/or illnesses, with teacher support</p> <p>P6 complete a risk assessment relevant to sport.</p> | <p>P1 describe the structure and function of the skeleton, and how bones grow</p> <p>P2 identify the effects of exercise on bones and joints</p> <p>P3 describe the different types of muscle, the major muscles in the body, and how muscles move</p> <p>P4 identify the effects of exercise on skeletal muscles</p> <p>P5 describe the structure and function of the cardiovascular system and how it is affected by exercise</p> <p>P6 describe the structure and function of the respiratory system and how it is affected by exercise</p> <p>P7 identify two types of physical activity that use the aerobic energy system and two that use the anaerobic energy systems.</p> |

Vocational Physical Education - Key Stage 5 Grade Descriptors

| | Assessment Foci 1 - | AF2 - | AF3 - | AF4 - | AF5 - | AF6 - |
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| Grade A | <p>D1 analyse identified strengths and areas for improvement in two different individual sports, and justify suggestions made</p> <p>D2 analyse identified strengths and areas for improvement in the development of an individual in an individual sport, and justify suggestions made.</p> | <p>D1 analyse the function of the muscular system and the different fibre types</p> <p>D2 analyse the three different energy systems and their use in sport and exercise activities.</p> | <p>D1 independently investigate the physiological effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems</p> <p>D2 review physiological data collected, analysing the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems.</p> | <p>D1 review the risk assessment controls and evaluate their effectiveness</p> <p>D2 analyse three procedures used to promote and maintain a healthy and safe sporting environment.</p> | <p>D1 justify the training session plans covering cardiovascular training, resistance training, flexibility training and speed training</p> <p>D2 give feedback to an individual following completion of a six-week fitness training programme, evaluating progress and providing recommendations for future activities.</p> | <p>D1 evaluate the health screening questionnaires and health monitoring test results and provide recommendations for lifestyle improvement</p> <p>D2 analyse the fitness test results and provide recommendations for appropriate future activities or training.</p> |
| Grade C | <p>M1 explain skills, techniques and tactics required in two different individual sports</p> <p>M2 explain the application of the rules and regulations, of two different individual sports, in three different situations for each sport.</p> <p>M3 explain identified strengths and areas for improvement in two different individual sports, and make suggestions relating to personal development</p> <p>M4 explain identified strengths and areas for improvement in the development of an individual in an individual sport, and make suggestions relating to development of an individual.</p> | <p>M1 explain the function of the muscular system and the different fibre types</p> <p>M2 explain the function of the cardiovascular system</p> <p>M3 explain the function of the respiratory system</p> <p>M4 explain the three different energy systems and their use in sport and exercise activities.</p> | <p>M1 explain the response of the musculoskeletal, cardiovascular and respiratory systems to acute exercise</p> <p>M2 explain the long-term effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems</p> <p>M3 collect physiological data to investigate the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems, with limited tutor support</p> <p>M4 review physiological data collected, explaining the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems.</p> | <p>M1 compare and contrast the influences of legislation, legal factors and regulatory bodies on health and safety in sport</p> <p>M2 independently carry out risk assessments for two different sports activities</p> <p>M3 explain three procedures used to promote and maintain a healthy and safe sporting environment</p> <p>M4 explain the plan for the safe delivery of a selected sports activity and review the plan.</p> | <p>M1 explain one method of fitness training for six different components of physical fitness</p> <p>M2 produce detailed session plans covering cardiovascular training, resistance training, flexibility training and speed training</p> <p>M3 give feedback to an individual following completion of a six-week fitness training programme, explaining strengths and areas for improvement.</p> | <p>M1 explain the advantages and disadvantages of one fitness test for each component of physical fitness</p> <p>M2 describe the strengths and areas for improvement for two contrasting individuals using information from health screening questionnaires and health monitoring tests</p> <p>M3 justify the selection of fitness tests commenting on suitability, reliability, validity and practicality</p> <p>M4 compare the fitness test results to normative data and identify strengths and areas for improvement.</p> |
| Grade E | <p>P1 describe skills, techniques and tactics required in two different individual sports</p> <p>P2 describe the rules and regulations of two different individual sports, and apply them to three different situations for each sport</p> <p>P3 demonstrate appropriate skills, techniques and tactics in two different individual sports</p> <p>P4 carry out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different individual sports</p> <p>P5 carry out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of an individual in an individual</p> | <p>P1 describe the structure and function of the skeletal system</p> <p>P2 describe the different classifications of joints</p> <p>P3 identify the location of the major muscles in the human body</p> <p>P4 describe the function of the muscular system and the different fibre types</p> <p>P5 describe the structure and function of the cardiovascular system</p> <p>P6 describe the structure and function of the respiratory system</p> <p>P7 describe the three different energy systems and their use in sport and exercise activities.</p> | <p>P1 describe the musculoskeletal and energy systems response to acute exercise</p> <p>P2 describe the cardiovascular and respiratory systems responses to acute exercise</p> <p>P3 describe the long-term effects of exercise on the musculoskeletal system and energy systems</p> <p>P4 describe the long-term effects of exercise on the cardiovascular and respiratory systems</p> <p>P5 collect physiological data to investigate the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems, with tutor support</p> <p>P6 review physiological data collected, describing the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems.</p> | <p>P1 describe four legislative factors that influence health and safety in sport</p> <p>P2 describe the legal factors and regulatory bodies that influence health and safety in sport</p> <p>P3 carry out risk assessments for two different sports activities, with tutor support</p> <p>P4 describe three procedures used to promote and maintain a healthy and safe sporting environment</p> <p>P5 produce a plan for the safe delivery of a selected sports activity and review the plan.</p> | <p>P1 describe one method of fitness training for six different components of physical fitness</p> <p>P2 produce training session plans covering cardiovascular training, resistance training, flexibility training and speed training</p> <p>P3 produce a six-week fitness training programme for a selected individual that incorporates the principles of training and periodisation</p> <p>P4 monitor performance against goals during the six-week training programme</p> <p>P5 give feedback to an individual following completion of a six-week fitness training programme, describing strengths and areas for improvement.</p> | <p>P1 describe one test for each component of physical fitness, including advantages and disadvantages</p> <p>P2 prepare an appropriate health screening questionnaire</p> <p>P3 devise and use appropriate health screening procedures for two contrasting individuals</p> <p>P4 safely administer and interpret the results of four different health monitoring tests for two contrasting individuals</p> <p>P5 select and safely administer six different fitness tests for a selected individual recording the findings</p> <p>P6 give feedback to a selected individual, following fitness testing, describing the test results and interpreting their levels of fitness against normative data.</p> |