



CORE PE Scale Descriptors

	1 H, M, L
SKILL	<ul style="list-style-type: none">• Students copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• They are developing their understanding of simple tactics but this does not always come across in their performance.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Understand the benefits of teamwork, with the assistance of others is able to identify qualities that make a good leader.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Sometimes achieve the intended outcome in practice, but the skill breaks down in competitive situations.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Comment on and describe their own and others' actions.
THOERETICAL KNOWLEDGE	<ul style="list-style-type: none">• Describe basic theory ideas and concepts.

2
H, M, L

SKILL	<ul style="list-style-type: none">• Students explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• Begin to show some understanding of simple tactics.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Understand the benefits of teamwork and is able to identify qualities that can make an effective leader. Can work cooperatively with the majority of class members.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Often achieve the intended outcome in practice but the skill often breaks down in competitive situations.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Talk about differences between their own and others' performance and suggest improvements.
THOERETICAL KNOWLEDGE	<ul style="list-style-type: none">• Describe and explain basic theory concepts and ideas, drawing upon relevant knowledge.

3
H, M, L

SKILL	<ul style="list-style-type: none">• Students select and use skills, actions and ideas appropriately, applying them with coordination and control.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• Understand tactics and composition.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Begin to apply the principles of leadership within small groups. Performs well within a team environment and understands the importance of teamwork. Can work cooperatively with all class members.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Sometimes able to influence the outcome of less challenging competitive situations. They can execute skills in the competitive environment, achieving the desired outcome approximately 50% of the time.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Can see how their work is similar to and different from others' work and use this understanding to improve their own performance.
THEORETICAL KNOWLEDGE	<ul style="list-style-type: none">• Describe and explain basic theory concepts and ideas, drawing upon relevant knowledge. Their answers are starting to reflect a secure knowledge and understanding of some aspects of the subject.

4
H, M, L

SKILL	<ul style="list-style-type: none">• Students link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control, and fluency.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• Show that they understand tactics by starting to vary how they respond.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Begin to apply the principles of leadership within isolated situations. Good teamwork (respect, communication, etc) is demonstrated in order to work towards a common goal.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Consistently able to influence the outcome of less challenging competitive situations. They can execute skills in the competitive environment, achieving the desired outcome approximately 60% of the time.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance.
THOERETICAL KNOWLEDGE	<ul style="list-style-type: none">• Demonstrate a secure knowledge and understanding of theory content, their answers are formed of many simple statements.

5
H, M, L

SKILL	<ul style="list-style-type: none">• Students select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control, and fluency.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• When performing, they draw on what they know about strategy and tactics to vary how they respond to changing conditions.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Demonstrates good communication within a team environment. Understands the principles that make a successful leader and begin to apply within lessons. With the assistance of peers can lead a suitable warm up and skill specific phase within a small group.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Influence the outcome of less challenging competitive situations. They can execute skills in the competitive environment, achieving the desired outcome approximately 70% of the time.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
THEORETICAL KNOWLEDGE	<ul style="list-style-type: none">• Beginning to show evidence of being able to communicate detailed knowledge and understanding of some of theoretical concepts, providing some detailed statements in their answers.

6
H, M, L

SKILL	<ul style="list-style-type: none">• Students select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control, and fluency.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics in response to changing circumstances, and what they know about their own and others' strengths and weaknesses.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Display effective teamwork skills and leadership qualities, such as communication, knowledge, and respect for others. Able to lead a successful warm up and skill specific phase within a small group.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Influential in some challenging competitive situations. They can execute skills in the competitive environment, achieving the desired outcome approximately 75% of the time.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and other aspects of performance, and suggest ways to improve.
THEORETICAL KNOWLEDGE	<ul style="list-style-type: none">• Beginning to show evidence of being able to communicate detailed knowledge and understanding of a range of theoretical concepts, linking ideas from wider aspects of the subject.

7
H, M, L

SKILL	<ul style="list-style-type: none">• Students select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency, and originality.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• They use knowledge of the principles of advanced tactics; they apply these in their own and others' work. They modify them in response to changing circumstances and other performers.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Strong leadership qualities are regularly demonstrated, and students are able to successfully lead part of lesson, e.g. warm up and skill specific phase. The ability to work successfully within a team is consistent.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Influential in the majority of challenging competitive situations. They can execute skills when under significant pressure and challenge, regularly (>80%) achieving the desired outcome.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance.
THEORETICAL KNOWLEDGE	<ul style="list-style-type: none">• Often communicate detailed knowledge and understanding of a broad range of complex theoretical content, linking ideas from wider aspects of the subject.

8
H, M, L

SKILL	<ul style="list-style-type: none">• Students consistently use advanced skills, techniques and ideas with precision and fluency.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• They use knowledge of advanced tactics, they apply these principles with proficiency and flair in their own and others' work. They adapt it appropriately in response to changing circumstances and other performers.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Demonstrate effective teamwork skills and apply leadership qualities. Able to respond to adapting situations when working towards a common goal. Understand how to communicate effectively in order to maximise performance of the team. Able to successfully lead significant parts of the lesson, e.g., a three stage warm up.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Highly influential in the majority of challenging competitive situations. They can execute advanced skills in challenging situations, consistently (>90%) achieving the desired outcome.
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved.
THOERETICAL KNOWLEDGE	<ul style="list-style-type: none">• Consistently communicate detailed knowledge and understanding of a broad range of complex theoretical content, linking ideas from wider aspects of the subject.

9
H, M, L

SKILL	<ul style="list-style-type: none">• Students consistently apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.
TACTICS AND STRATEGY	<ul style="list-style-type: none">• They use knowledge of advanced strategies and tactics, they consistently apply these principles with originality, proficiency, and flair in their own and others' work.
TEAMWORK AND LEADERSHIP	<ul style="list-style-type: none">• Consistently demonstrate exemplary teamwork skills. Students identify strengths and areas of development within their team and assign appropriate roles to maximise the opportunity to achieve common goals. They lead by example and offer support to their peers. Able to successfully lead significant parts of the lesson, e.g., a three stage warm up.
COMPETITIVE SITUATIONS	<ul style="list-style-type: none">• Highly influential in all competitive situations. They can execute advanced skills in the most challenging situations, consistently (>95%) achieving the desired outcome
ANALYSIS OF PERFORMANCE	<ul style="list-style-type: none">• Evaluate their own and others' work, showing that they understand how skills, strategy and tactics, and fitness relate to and affect the quality and originality of performance. They reach judgments independently about how their own and others' performance could be improved, prioritising aspects for further development.
THOERETICAL KNOWLEDGE	<ul style="list-style-type: none">• Consistently communicate extensive knowledge and understanding of a broad range of complex theoretical content, linking ideas, and drawing knowledge from wider aspects of the subject.

Scale Descriptors Explained

Within each scale descriptor 9-1 there are 6 strands:

1. Skill
 2. Tactics & Strategy
 3. Teamwork & Leadership
 4. Competitive Situations
 5. Analysis of Performance
 6. Theoretical Knowledge
- The fine grading HML within each descriptor indicates a degree of confidence your teacher has in assigning you a particular scale descriptor.
 - H – High means the teacher is very confident
 - M- Middle means this is a secure judgement
 - L- Low means the skills, while present, are not fully secure.