

## 0-9 Scale descriptions for PE - UWS

Stage	Description
9	<p>Students confidently recall, select, and communicate detailed knowledge and a thorough understanding of all the factors affecting participation and the relationship between them. They are able to explain and evaluate the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They evaluate and analyse the effects of different lifestyle choices, including the advantages of leading a healthy active lifestyle, discussing various risks related to physical activities and how to manage these effectively</p> <p>They select and apply an extensive range of complex skills, almost always choosing the correct techniques, tactics and ideas in very challenging situations.</p> <p>They show considerable refinement, precision, control and fluency, that has an extremely positive influence on the outcome of the game or exercise. They are able to adapt their response confidently and quickly to any change of situation, ensuring they choose the best option to overcome the challenge.</p> <p>They are able to 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 which allows them to differentiate skills and activities to suit different performers. They are able to create detailed plans to aid in this process with progressive practices. They understand the importance of monitoring and evaluating performance, and are able to do so with ease in order to ensure progress towards improved quality of performance and outcomes</p>
8	<p>Students 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>
7	<p>Students 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. 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>
6	<p>Students consistently use advanced skills, techniques and ideas with precision and fluency.</p> <p>Drawing on what they know of the principles of advanced strategies and tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work.</p>

	<p>They evaluate their own and others' work, showing that they understand how skills, strategy and tactics or composition, and fitness relate to and affect the quality and originality of performance. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development.</p> <p>They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.</p>
5	<p>Students consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.</p> <p>Drawing on what they know of the principles of advanced tactics or composition, 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.</p> <p>They evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved. They create action plans and ways of monitoring improvement.</p> <p>They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.</p>
4	<p>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.</p> <p>Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. They modify them in response to changing circumstances and other performers.</p> <p>They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance.</p> <p>They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.</p>
3	<p>Students select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency.</p> <p>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.</p> <p>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, and suggest ways to improve.</p> <p>They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.</p> <p>Have confidence when leading a small group and officiating.</p>
2	<p>Students select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <p>When performing, they draw on what they know about strategy, tactics and composition.</p> <p>They 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.</p> <p>They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.</p> <p>Listen to Peers comments and improve own performance. Officiating and effectively applying the rules of the game.</p>
1	<p>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.</p> <p>They begin to show some understanding of simple tactics and basic compositional ideas.</p> <p>They talk about differences between their own and others' performance and suggest improvements.</p>

	<p>They understand how to exercise safely, and describe how their bodies feel during different activities.</p> <p>Are able to participate in a warm up and aware of the changes to the body during exercise</p> <p>Can begin to lead small groups, officiate and listen to peers comments.</p>
0	<p>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.</p> <p>They describe and comment on their own and others' actions.</p> <p>They talk about how to exercise safely, and how their bodies feel during an activity.</p> <p>Know the importance of a warm up.</p>