



# BMAT KS3 Level Descriptors: PE

## BMAT KS3 Level 1- 8

Level	Level Descriptor
1	<ul style="list-style-type: none"><li>• Students can perform simple skills and actions with basic control and coordination.</li><li>• Use of fitness components is limited. Limited understanding of theoretical content is apparent, and social elements (e.g., teamwork, leadership and communication) are very basic.</li></ul>
2	<ul style="list-style-type: none"><li>• Students can explore simple skills.</li><li>• They copy, remember, repeat and explore simple actions with control and coordination.</li><li>• They vary skills, actions and ideas and their deployment, and link them in ways that suit the activities.</li><li>• They begin to show some understanding of simple tactics and basic compositional ideas.</li><li>• They demonstrate limited physical fitness components during the performance. Minimal understanding of theoretical content and social elements.</li></ul>
3	<ul style="list-style-type: none"><li>• Students can select and use skills, actions and ideas appropriately, applying them with control and coordination.</li><li>• They show that they understand tactics and composition by starting to vary how they respond.</li><li>• They can see how their work is similar to and different from others' work and use this understanding to improve their own performance.</li><li>• They begin to show some understanding of simple tactics.</li><li>• They demonstrate limited physical fitness components during the performance.</li><li>• Students begin to show some understanding of theoretical content and social elements.</li></ul>
4	<ul style="list-style-type: none"><li>• Students can link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency.</li><li>• They show that they understand tactics and composition.</li><li>• They compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance.</li><li>• They demonstrate some physical fitness components during the performance.</li><li>• Students can answer theoretical components to some extent when questioned and begin to display basic social elements in their performance.</li></ul>
5	<ul style="list-style-type: none"><li>• Students can 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.</li><li>• They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes.</li><li>• They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances.</li><li>• They demonstrate most physical fitness components during their performance.</li><li>• Students are increasingly confident in answering theoretical content and use social elements in order to improve their performance.</li></ul>
6	<ul style="list-style-type: none"><li>• Students can 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 in a competitive situation.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They demonstrate a range of appropriate physical fitness components during the performance.</li> <li>• Students consistently use theoretical content to understand their performance and that of other pupils.</li> <li>• Social elements are regularly demonstrated within lessons in order to help other students.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Students can select and combine advanced skills, techniques, and ideas in a competitive situation, adapting them accurately and appropriately to meet the demands of increasingly complex situations.</li> <li>• They consistently show precision, control, fluency and originality.</li> <li>• 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.</li> <li>• They demonstrate effective use of appropriate physical fitness components during the performance.</li> <li>• Students can use advanced levels of theoretical content in answering questions and demonstrate high levels of social skills.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Students can consistently distinguish between and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality. 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.</li> <li>• They are demonstrating a range of fitness components to a high level during a performance.</li> <li>• Students apply GCSE level theory to their performances and when answering questions.</li> <li>• Social elements are highly developed and consistently demonstrated during performance.</li> </ul>