

Core PE Assessment Grid

Below is an example of an assessment grid for Badminton – these criteria will be adapted for each sport that the students participate in throughout Core PE lessons.

Badminton	
U1	You struggle to make contact with the shuttle but are able move around the court to get in to the correct position. You can identify that the game starts with a serve.
U2	You may not hold racket correctly and use correct action. You can make contact with the shuttle using modified equipment limited success in getting the shuttle over the net.
U3	You are able to hit the shuttle over arm when you throw it up to yourself. You can use a soft tennis ball to start a basic rally.
1	You are able to return an overarm shot. You are able to serve the shuttle but with little control or demonstration of correct technique.
2	You hold the racket correctly using the shake hand grip. In isolation you can demonstrate forehand and backhand shots. You are starting to link them in short rallies. Starting to show the difference between underarm and overarm shots.
3	You can change the grip between forehand and backhand. You demonstrate forehand and backhand shot in a rally with some control . You can show basic serving action. You can participate in a game with limited effectiveness.
4	You can rally both underarm and overhead. You can demonstrate basic forehand or backhand strokes control and precision but you lack consistency . You show correct service action and rules. You show basic attacking and defending in a game.
5	You play select forehand or backhand strokes, showing control and precision . You use correct service action with at least two types of service. You can maintain a rally in game situation. You are able to select a variety of shots which will increase your chance of scoring
6	You can select and combine a range of shots. You consistently show control, precision and fluency . You can move your opponent around the court. You demonstrate a variety of serves. You use good footwork. You apply effective attacking and defending skills to outwit your opponent – You can change your attacking and defending skills to react to changes in a game.
7	You can use advanced skills. You use a wide range of shots with consistent control, precision and fluency on both sides of your body. You can show fluency in a game. You can use a variety of service. You show lively footwork resulting in effective execution of shots. You can influence the game in attack or defence. You show tactical play , even under pressure. You can switch from attack to defence effectively
8	You can use advanced skills. You can play successful shots in complex situations. You show consistency, precision , and fluency . You demonstrate excellent body position around the court with the ability to recover immediately for the next shot. You can consistently disguise your shots to beat your opponent and gain an advantage.me and can respond to what others are doing
9	You can use advanced skills in complex situations consistently using, precision, control , and fluency . You demonstrate excellent body position around the court with the ability to recover immediately for the next shot. You can work independently to design set plays and tactics in both singles and doubles.

AQA Practical GCSE PE - Skills

Grade	Descriptions/Descriptors
9 8 7	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They almost always produce the intended results/accuracy.
6 5 4	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They regularly produce the intended results/accuracy.
3 2	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
1	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. They occasionally produce the intended results/accuracy.
U3 U2 U1	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They may not produce the intended results/accuracy.

AQA Practical GCSE PE - Full Context (Game/Performance)

Grade	Descriptions/Descriptors
9 8 7 6	<p>The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent. The student's contribution is highly effective, significant and sustained for almost all of the bout. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in the bout. The application of skill is fully appropriate to the positioning of their opponent. The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent, while hardly ever being outwitted themselves</p>
5 4 3	<p>The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the bout. The student maintains technique, accuracy and consistency in the performance of all skills in the bout. The application of skill is usually appropriate to the position of their opponent, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent but only occasionally being outwitted themselves</p>
2 1	<p>The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent. The student's contribution is evident within the bout but only occasionally effective or significant. The student shows some technique and accuracy in the performance of some skills in the bout but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent. The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent and is often outwitted themselves.</p>
UP3 UP2 UP1	<p>The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent. The student's contribution is evident within the bout but is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in the bout. The application of skill is rarely appropriate to the position of their opponent. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent and usually being outwitted themselves.</p>

AQA GCSE PE Theory

Grade	Descriptions/Descriptors
9	<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 all the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain all potential risks related to physical activities and how to manage these effectively.</p>
8 7 6	<p>Candidates recall, select and communicate quite detailed knowledge and very good understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a very good understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They can explain clearly and concisely most of the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain most potential risks related to physical activities and how to manage these effectively.</p>
5 4 3	<p>Candidates recall, select and communicate reasonable knowledge and fairly good 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>
2 1	<p>Candidates recall, select and communicate good knowledge and reasonable 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 can explain fairly clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They can identify and explain potential risks related to physical activities and how to manage these effectively.</p>
UP3 UP2 UP1	<p>Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. 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>