



Level 3

- Simple Skills
- Predictable
- Self paced
- Small repertoire of skills
- No pressure
- Low decision making



Forrester High School



Forrester PE

Level 4

- Complex Skills
- Unpredictable
- Pressure
- Externally paced
- Wide repertoire of skills
- Lots of decisions

Broad General Education

What SAL's will be assessed

S1	Personal Qualities	CognitiveSkills	Physical Competencies	Physical Fitness
	<ul style="list-style-type: none"> • Motivation • Determination • Resilience 	<ul style="list-style-type: none"> • Focus • Concentration 	<ul style="list-style-type: none"> • Balance • Control • Coordination 	<ul style="list-style-type: none"> • CRE • LME • Speed
	Personal Qualities	Cognitive Skills	Physical Competencies	Physical Fitness
	<ul style="list-style-type: none"> • Respect • Tolerance • Confidence • Self esteem 	<ul style="list-style-type: none"> • Decision making • Problem solving • Creativity 	<ul style="list-style-type: none"> • Fluency • Rhythm • Timing 	<ul style="list-style-type: none"> • Strength • Flexibility • Core stability
S3	Personal Qualities	Cognitive Skills	Physical Competencies	Physical Fitness
	<ul style="list-style-type: none"> • Responsibility • Leadership • Communication 	<ul style="list-style-type: none"> • Multi-processing • Cue recognition • Sequential Thinking 	<ul style="list-style-type: none"> • Kinaesthetic awareness • Gross and fine motir skills 	<ul style="list-style-type: none"> • Agility • Power • Reaction time
	Personal Qualities	Cognitive Skills	Physical Competencies	Physical Fitness
	<ul style="list-style-type: none"> • Responsibility • Leadership • Communication 	<ul style="list-style-type: none"> • Multi-processing • Cue recognition • Sequential Thinking 	<ul style="list-style-type: none"> • Kinaesthetic awareness • Gross and fine motir skills 	<ul style="list-style-type: none"> • Agility • Power • Reaction time

How BGE is assessed?

Pupils must achieve benchmark standards at Level 2/3/4 across the majority of the skills area, in order to pass the level. This must be shown in

- **One Individual activity**
- **One Team activity**
- **One Fitness based activity**

A level 4 performer should be able to sit National 5 in S4

Level 3 Physical Competencies	Benchmarks to support practitioners' professional judgement
Kinaesthetic Awareness Balance and Control Coordination and Fluency Rhythm and Timing Gross and Fine Motor Skills	<p>Demonstrates an awareness of self, others and safe working consistently in the practice and performance environments.</p> <ul style="list-style-type: none"> • Performs, adapts and refines a variety of movements with a focus on quality, using different speeds/pathways/levels. • Is internally aware when co-ordinating hand-eye/hand-foot movements to control different pieces of equipment, for example, drop shot in badminton. • Differentiates between movements of different parts of the body with control, for example, front crawl. • Performs smooth transfers of weight with and without equipment involving static and dynamic balance. • Manipulates objects with precision while maintaining balance, for example, set shot in basketball. • Performs a fluent sequence of movements with confidence. • Demonstrates efficient movement that leads to successful outcomes. • Evaluates the key elements of movement that lead to a quality performance. • Creates sequences of movement using a variety of stimuli with a focus on quality. • Creates and establishes a rhythm to make the opportunity for timing available, for example, fluent passing round the key then player cuts to basket. • Performs actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide and pause. <p>Performs specialised movement skills/techniques with precision.</p> <ul style="list-style-type: none"> • Transfers skills learned in one performance environment to a different one, for example, overarm throw /overhead shot in badminton. • Uses eye/hand and eye/foot coordination as part of skilful performance.

Level 3 Cognitive Skills	Benchmarks to support practitioners' professional judgement
Focus and Concentration	Switches concentration from one task to another fluently by filtering out distractions.
Cue Recognition	<ul style="list-style-type: none"> • Prioritises the order in which cues are responded to. • Plans, performs and reviews a series of actions to address movement challenges, for example, triple jump.
Sequential Thinking	<ul style="list-style-type: none"> • Recognises and acts upon the importance of 'what's next?' as a key element within a sequence of actions, for example, receives a pass, feints, then passes to unmarked team-mate.
Prioritising Decision Making	<ul style="list-style-type: none"> • Takes responsibility for decisions under pressure that lead to improved performance.
Multi-processing	<ul style="list-style-type: none"> • Interprets information quickly in pressured situations.
Problem Solving	<ul style="list-style-type: none"> • Selects, adapts and applies the most appropriate strategy when solving familiar and unfamiliar movement challenges.
Creativity	<ul style="list-style-type: none"> • Creates movement sequences with precision, independently and with others. • Demonstrates flair, originality and imagination with increasing refinement.

Level 3 Personal Qualities	Benchmarks to support practitioners' professional judgement
Motivation	Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments.
Confidence and Self-esteem	<ul style="list-style-type: none"> • Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance, for example, negotiation and review.
Determination and Resilience	<ul style="list-style-type: none"> • Maximises the factors that enable, and minimises the factors that impede participation in daily physical activity. • Shows an understanding that we play a role in encouraging others.
Responsibility and Leadership	<ul style="list-style-type: none"> • Demonstrates self-reliance and self-worth through engaging in challenging tasks.
Respect and Tolerance	<ul style="list-style-type: none"> • Demonstrates the value of positive relationships while working and learning with others.
Communication	<ul style="list-style-type: none"> • Constructs/co-constructs criteria to evaluate personal and group performance. • Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. • Takes the initiative to celebrate, value and build on achievements as part of the learning journey. • Initiates and adopts coping strategies in response to the outcomes of competition, for example, self-talk. • Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. • Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. • Develops the ability to manage emotions to enhance performance.

	<ul style="list-style-type: none"> • Shows an increasing commitment to learning. • Plans and manages learning that satisfies personal needs and interests. • Initiates appropriate strategies to address self-control for successful and enjoyable performance. • Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. <p>Leads with confidence and respect, taking account of the views of others. Encourages others to lead where appropriate.</p> <ul style="list-style-type: none"> • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Uses negotiation skills when working with others in a variety of movement challenges. • Modifies rules, equipment and scoring systems to enhance individual and group enjoyment of physical activity through fair play and etiquette. • Takes account of the views of others and responds appropriately, for example, asking and answering questions, clarifying or summarising points, building on ideas, challenging opinions and encouraging others to explore/expand upon ideas. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments, for example, role of umpire/referee.
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Level 3 Physical Fitness	Benchmarks to support practitioners' professional judgement
Stamina Speed Core Stability and Strength Flexibility	<p>Takes responsibility for sustaining moderate to vigorous physical activity that provides challenge.</p> <ul style="list-style-type: none"> • Measures heart rate, pays attention to breathing rate and ability to talk, in order to monitor body's reaction to physical activity. • Explains why some cultural and social factors influence participation in physical activity. • Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity. • Demonstrates stamina in physical activity to support successful performance. <p>Moves at different speeds and changes direction quickly with precision.</p> <ul style="list-style-type: none"> • Accelerates quickly from a stationary position in response to movement challenges, for example, moves quickly to close down opponent. • Demonstrates the use of speed (with body parts and/or

	<p>equipment) with precision and control, for example, arm pull phase in front crawl.</p> <ul style="list-style-type: none">• Creates, implements and monitors personal goals to improve speed.• Demonstrates speed in physical activities for successful performance.• Demonstrates the use of balance, postural control and the links to core stability.• Demonstrates the use of force (with body parts and/or equipment) with precision and control, for example, absorbing force when tackling an opponent in rugby.• Creates, implements and monitors personal goals to improve core stability and strength.• Demonstrates core stability and strength in physical activities for successful performance.• Performs a range of effective, dynamic movements specific to physical activities.• Explains the benefits associated with flexibility to everyday life.• Creates, implements and monitors personal goals to improve flexibility.• Demonstrates flexibility in physical activities to support successful performance.
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Level 4 Benchmarks

Level 4 Physical Competencies	Benchmarks to support practitioners' professional judgement
Kinaesthetic Awareness	<ul style="list-style-type: none"> • Takes calculated risks showing an awareness of self, others and safe working, for example, completing a somersault.
Balance and Control	<ul style="list-style-type: none"> • Adapts, transfers and improvises movement effectively. • Is internally aware when creating and adapting movement sequences in new and challenging situations.
Coordination and Fluency	<ul style="list-style-type: none"> • Differentiates between movements of different parts of the body with precision, for example, pike headstand. • Performs precise transfers of weight with and without equipment involving static and dynamic balance.
Rhythm and Timing	<ul style="list-style-type: none"> • Manipulates objects confidently and consistently while maintaining balance, for example, reverse pass in hockey. • Performs an efficient sequence of movements consistently and with accuracy.
Gross and Fine Motor Skills	<ul style="list-style-type: none"> • Evaluates and applies the key elements of movement that lead to a quality performance. • Creates a high quality performance using a variety of stimuli, for example, combination of six basic dance actions.
Respect and Tolerance	<ul style="list-style-type: none"> • Breaks and re-establishes rhythm in response to both internal and external cues, for example, short tennis drop shot to win an extended base-line rally. • Performs specialised movement skills/techniques consistently with precision.
Communication	<ul style="list-style-type: none"> • Transfers skills learned in one performance environment effectively into a different one, for example, hold streamlined position in glide phase of breaststroke/top of straight jump in trampolining. • Uses eye/hand and eye/foot coordination consistently as part of skilful performance.

Level 4 Cognitive Skills	Benchmarks to support practitioners' professional judgement
<p>Focus and Concentration</p> <p>Cue Recognition</p> <p>Sequential Thinking</p> <p>Prioritising Decision Making</p> <p>Multi-processing</p> <p>Problem Solving</p> <p>Creativity</p>	<ul style="list-style-type: none"> • Pays attention to task consistently and is able to switch from one task to another and filter out distractions. • Filters and prioritises verbal, physical and situational cues quickly to respond to movement challenges. • Selects, applies and justifies a series of actions that contribute to a successful performance. • Demonstrates and applies 'what's next?' consistently as a key element of successful performance. • Makes decisions under pressure with confidence. • Interprets information quickly and accurately in pressured situations. • Selects, adapts and applies the most appropriate strategy and justifies how these decisions can be transferred to other physical environments. • Creates movement sequences with precision and confidence. • Demonstrates independent, creative thinking when evaluating performance. • Demonstrates flair, originality, imagination with increasing refinement. • Demonstrates self-direction and positive effort consistently. • Justifies and applies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance. • Maximises the factors that enable, and minimises the factors that impede, participation in daily physical activity. • Demonstrates perseverance and commitment using techniques such as positive thinking and encouragement when working independently and/or with others to improve performance. • Constructs and co-constructs criteria, knowledge of results and other types of feedback to evaluate and adapt personal and group performance. • Engages in challenging tasks independently. • Brings out the 'best' in the group and allows others to reciprocate. • Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. • Takes the initiative to celebrate, value and build on achievements as part of the learning journey. • Self-selects coping strategies in response to the outcomes of competition. • Demonstrates the effort and perseverance required to work through challenges. • Recognises own and other people's emotions that come from performing, and is aware of how they can impact both positively and negatively on performance. • Takes responsibility for learning, independently and/or with others.

	<ul style="list-style-type: none"> • Demonstrates self-control for successful and enjoyable performance. • Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success.
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Level 4 Personal Qualities	Benchmarks to support practitioners' professional judgement
Motivation Confidence and Self-esteem Determination and Resilience Responsibility and Leadership Respect and Tolerance Communication	<p>Demonstrates self-direction and positive effort consistently.</p> <ul style="list-style-type: none"> • Justifies and applies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance. • Maximises the factors that enable, and minimises the factors that impede, participation in daily physical activity. • Demonstrates perseverance and commitment using techniques such as positive thinking and encouragement when working independently and/or with others to improve performance. • Constructs and co-constructs criteria, knowledge of results and other types of feedback to evaluate and adapt personal and group performance. • Engages in challenging tasks independently. • Brings out the 'best' in the group and allows others to reciprocate. • Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance. • Takes the initiative to celebrate, value and build on achievements as part of the learning journey. • Self-selects coping strategies in response to the outcomes of competition. • Demonstrates the effort and perseverance required to work through challenges. • Recognises own and other people's emotions that come from performing, and is aware of how they can impact both positively and negatively on performance. • Takes responsibility for learning, independently and/or with others. • Demonstrates self-control for successful and enjoyable performance. • Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success.

Level 4 Physical Fitness	Benchmarks to support practitioners' professional judgement
Stamina Speed Core Stability and Strength Flexibility	<p>Makes informed choices and decisions for sustaining moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • Investigates heart rate zones and how these zones relate to fitness and health and wellbeing. • Critically analyses local, cultural and social factors that influence participation in physical activity and suggest improvements. • Justifies the selection of personal goals for sustaining moderate to vigorous physical activity that leads to improvement. • Applies aerobic/anaerobic systems to support successful performance. • Moves at different speeds and changes direction quickly with precision. • Accelerates quickly from a stationary position to contribute to successful performance, for example, shot putt. • Applies the use of speed (with body parts and/or equipment) with precision and control consistently, for example, swivel hips in trampolining. • Justifies the selection of personal goals to improve speed. • Demonstrates precision through the use of balance, postural control and the links to core stability. • Applies the use of force (with body parts and/or equipment) with precision and control, for example, effective spiking in volleyball. • Justifies the selection of personal goals to improve core stability and strength. • Applies core stability and strength consistently for successful performance. • Performs a wide range of dynamic movements with precision. • Justifies the selection of personal goals to improve flexibility. • Applies flexibility consistently to support successful performance.