

Year 1

Criterion A: Knowing and understanding

At the end of year 1, students should be able to:

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	The student: recalls some physical health education factual, procedural conceptual knowledge identifies physical and health education knowledge to outline issues recalls physical and health terminology.	

3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> recalls physical and health education factual, procedural and conceptual knowledge identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations applies physical and health terminology to communicate understanding with limited success. 	
5-6	5-6	<p>The student:</p> <ul style="list-style-type: none"> states physical and health education factual, procedural and conceptual knowledge identifies physical and health education knowledge to outline issues and solve problems set in familiar situations applies physical and health terminology to communicate understanding. 	

7-8	7-8	<p>The student:</p> <ul style="list-style-type: none"> outlines physical and health education factual, procedural and conceptual knowledge identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations applies physical and health terminology consistently to communicate understanding. 	
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Notes for criterion A

Criterion A must be assessed in non-performance/non-playing situations.
 Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

At the end of year 1, students should be able to:

- i. identify goals to enhance performance
- ii. construct and outline a plan for improving physical activity and health.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		

0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	The student: states a goal to enhance performance states a plan for improving physical activity and health.	
3–4	3-4	The student: defines a goal to enhance performance outlines a basic plan for improving physical activity and health.	
5–6	5-6	The student: lists goals to enhance performance outlines a plan for improving physical activity and health.	
7–8	7-8	The student: identifies goals to enhance performance constructs a plan for improving physical activity and health.	

Notes for criterion B

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

At the end of year 1, students should be able to:

- i. recall and apply a range of skills and techniques effectively
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: recalls limited skills and techniques recalls limited strategies and movement concepts recalls limited information to perform.	

3-4	3-4	The student: recalls some skills and techniques recalls some strategies and movement concepts recalls some information to perform.	
5-6	5-6	The student: recalls and applies some skills and techniques recalls and applies some strategies and movement concepts recalls and applies some information to perform effectively .	
7-8	7-8	The student: recalls and applies a range of skills and techniques recalls and applies a range of strategies and movement concepts recalls and applies information to perform effectively .	

Notes for criterion C

Criterion C must be assessed in **performance/playing situations**.

A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.

A student's ability to recall and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.

A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate

decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.

Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Criterion D: Reflecting and improving performance

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize performance.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: identifies a strategy to enhance interpersonal skills identifies the effectiveness of a plan outlines performance.	

3-4	3-4	The student: identifies strategies to enhance interpersonal skills states the effectiveness of a plan describes performance.	
5-6	5-6	The student: identifies and sometimes demonstrates strategies to enhance interpersonal skills describes the effectiveness of a plan outlines and summarizes performance.	
7-8	7-8	The student: identifies and demonstrates strategies to enhance interpersonal skills describes the effectiveness of a plan based on the outcome describes and summarizes performance.	

Notes for Criterion D

Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student’s plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

Year 3

Criterion A: Knowing and understanding

At the end of year 3, students should be able to:

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Scores		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	The student: recalls physical and health education factual, procedural and conceptual knowledge identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations applies physical and health terminology to communicate	

		understanding with limited success.	
3–4	3-4	<p>The student:</p> <p>states physical and health education factual, procedural and conceptual knowledge</p> <p>identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations</p> <p>applies physical and health terminology to communicate understanding.</p>	
5–6	5-6	<p>The student:</p> <p>outlines physical and health education factual, procedural and conceptual knowledge</p> <p>applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</p> <p>applies physical and health terminology consistently to communicate understanding.</p>	
7–8	7-8	<p>The student:</p> <p>describes physical health education factual, procedural and conceptual knowledge</p> <p>applies physical and health education knowledge</p>	

		<p>to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>applies physical and health terminology consistently and effectively to communicate understanding.</p>	
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Notes for Criterion A	
<p>Criterion A must be assessed in non-performance/non-playing situations.</p> <p>Criterion A can be assessed only through written or oral tasks.</p>	

Criterion B: Planning for Performance

At the end of year 3, students should be able to:

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	

1–2	1-2	<p>The student:</p> <p>states a goal to enhance performance</p> <p>outlines a limited plan for improving physical performance and health.</p>	
3–4	3-4	<p>The student:</p> <p>lists goals to enhance performance</p> <p>outlines a plan for improving physical performance and health.</p>	
5–6	5-6	<p>The student:</p> <p>identifies goals to enhance performance</p> <p>designs a plan for improving physical performance and health.</p>	
7–8	7-8	<p>The student:</p> <p>outlines goals to enhance performance</p> <p>designs and explains a plan for improving physical performance and health.</p>	

Notes for Criterion B

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and Performing

At the end of year 3, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	The student: recalls and applies skills and techniques with limited success recalls and applies strategies and movement concepts with limited success recalls and applies information to perform.	
3–4	3-4	The student: demonstrates and applies skills and techniques with limited success demonstrates and applies strategies and movement	

		<p>concepts with limited success</p> <p>identifies and applies information to perform.</p>	
5-6	5-6	<p>The student:</p> <p>demonstrates and applies skills and techniques</p> <p>demonstrates and applies strategies and movement concepts</p> <p>identifies and applies information to perform effectively.</p>	
7-8	7-8	<p>The student:</p> <p>demonstrates and applies a range of skills and techniques</p> <p>demonstrates and applies a range of strategies and movement concepts</p> <p>outlines and applies information to perform effectively.</p>	

Notes for Criterion C

Criterion C must be assessed in **performance/playing situations**.

A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.

A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.

A student's ability to outline and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.

Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Criterion D: Reflecting and Improving Performance

At the end of year 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: identifies strategies to enhance interpersonal skills states the effectiveness of a plan outlines performance.	
3-4	3-4	The student: identifies and demonstrates strategies to enhance interpersonal skills states the effectiveness of a plan based on the outcome outlines and summarizes performance.	

5-6	5-6	<p>The student:</p> <ul style="list-style-type: none"> outlines and demonstrates strategies to enhance interpersonal skills describes the effectiveness of a plan based on the outcome outlines and evaluates performance. 	
7-8	7-8	<p>The student:</p> <ul style="list-style-type: none"> describes and demonstrates strategies to enhance interpersonal skills explains the effectiveness of a plan based on the outcome explains and evaluates performance. 	

Notes for Criterion D

Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.