

Physical and health education assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

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
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. recalls some physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.

7–8	<p>The student:</p> <ol style="list-style-type: none">outlines physical and health education factual, procedural and conceptual knowledgeidentifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situationsapplies 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

Maximum: 8

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

- i. construct and outline a plan for improving health and/or physical activity
- ii. describe the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a plan for improving health and/or physical activity ii. states the effectiveness of a plan.
3–4	The student: <ol style="list-style-type: none"> i. outlines a basic plan for improving health and/or physical activity ii. states the effectiveness of a plan based on the outcome.
5–6	The student: <ol style="list-style-type: none"> i. outlines a plan for improving health and/or physical activity ii. identifies the effectiveness of a plan based on the outcome.
7–8	The student: <ol style="list-style-type: none"> i. constructs and outlines a plan for improving health and/or physical activity ii. describes the effectiveness of a plan based on the outcome.

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).
- Planning for the execution of individual skills is not appropriate for assessment against this criterion. For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby. However, it is appropriate to assess 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 the following areas: strength, speed, cardiovascular fitness, tackling technique, formation, etc in order to improve the overall performance.
- In order to meet the requirements of criterion B, the student's plan must be carried out in order for its effectiveness to be evaluated.
- Criterion B requires an objective description of the effectiveness of the plan.

Criterion C: Applying and performing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. applies information to perform with limited success.
3–4	The student: <ol style="list-style-type: none"> i. recalls skills and techniques ii. recalls strategies and movement concepts iii. applies information to perform.
5–6	The student: <ol style="list-style-type: none"> i. recalls and applies skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. applies information to perform effectively.
7–8	The student: <ol style="list-style-type: none"> i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. 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

Maximum: 8

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

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a strategy to enhance interpersonal skills ii. states a goal to enhance performance iii. describes performance.
3–4	The student: <ol style="list-style-type: none"> i. lists strategies to enhance interpersonal skills ii. states a goal and applies strategies to enhance performance iii. summarizes performance.
5–6	The student: <ol style="list-style-type: none"> i. identifies strategies to enhance interpersonal skills ii. lists goals and applies strategies to enhance performance iii. outlines and summarizes performance.
7–8	The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. describes and summarizes performance.

Notes for criterion D

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

Physical and health education assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

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
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. 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 iii. applies physical and health terminology consistently to communicate understanding.

7–8	<p>The student:</p> <ol style="list-style-type: none">describes physical and health education factual, procedural and conceptual knowledgeapplies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situationsapplies physical and health terminology consistently and effectively 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

Maximum: 8

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

- i. design and explain a plan for improving physical performance and/or health
- ii. explain the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. outlines a plan for improving physical performance and/or health ii. states the effectiveness of a plan based on the outcome.
3–4	The student: <ol style="list-style-type: none"> i. constructs and outlines a plan for improving physical performance and/or health ii. outlines the effectiveness of a plan based on the outcome.
5–6	The student: <ol style="list-style-type: none"> i. constructs and explains a plan for improving physical performance and/or health ii. describes the effectiveness of a plan based on the outcome.
7–8	The student: <ol style="list-style-type: none"> i. designs and explains a plan for improving physical performance and/or health ii. explains the effectiveness of a plan based on the outcome.

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).
- Planning for the execution of individual skills is not appropriate for assessment against this criterion. For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby. However, it is appropriate to assess 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 the following areas: strength, speed, cardiovascular fitness, tackling technique, formation, etc in order to improve the overall performance.
- In order to meet the requirements of criterion B, the student's plan must be carried out in order for its effectiveness to be evaluated.
- Criterion B requires an objective explanation of the effectiveness of the plan.

Criterion C: Applying and performing

Maximum: 8

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
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform.
3–4	The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform.
5–6	The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively.
7–8	The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively.

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

Maximum: 8

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

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. outline goals and apply strategies to enhance performance
- iii. explain and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. identifies strategies that enhance interpersonal skills ii. lists goals to enhance performance iii. summarizes performance.
3–4	The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies that enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
5–6	The student: <ol style="list-style-type: none"> i. outlines and demonstrates strategies that enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. outlines and evaluates performance.
7–8	The student: <ol style="list-style-type: none"> i. describes and demonstrates strategies that enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. explains and evaluates performance.

Notes for criterion D

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

Physical and health education assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. identifies physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

7–8	<p>The student:</p> <ol style="list-style-type: none"> explains physical and health education factual, procedural and conceptual knowledge applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations applies physical and health terminology consistently and effectively 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

Maximum: 8

At the end of year 5, students should be able to:

- i. design, explain and justify a plan to improve physical performance and health
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. constructs and outlines a plan to improve physical performance and health ii. outlines the effectiveness of a plan based on the outcome.
3–4	The student: <ol style="list-style-type: none"> i. constructs and describes a plan to improve physical performance and health ii. explains the effectiveness of a plan based on the outcome.
5–6	The student: <ol style="list-style-type: none"> i. designs and explains a plan to improve physical performance and health ii. analyses the effectiveness of a plan based on the outcome.
7–8	The student: <ol style="list-style-type: none"> i. designs, explains and justifies a plan to improve physical performance and health ii. analyses and evaluates the effectiveness of a plan based on the outcome.

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).
- Planning for the execution of individual skills is not appropriate for assessment against this criterion. For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby. However, it is appropriate to assess 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 the following areas: strength, speed, cardiovascular fitness, tackling technique, formation, etc. in order to improve the overall performance.
- In order to meet the requirements of criterion B, the student's plan must be carried out in order for its effectiveness to be evaluated.
- Criterion B requires an objective evaluation of the effectiveness of the plan.

Criterion C: Applying and performing

Maximum: 8

At the end of year 5, 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. analyse and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. recalls information to perform.
3–4	The student: <ol style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform.
5–6	The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. analyses and applies information to perform.
7–8	The student: <ol style="list-style-type: none"> i. demonstrates and applies a range of complex skills and techniques ii. demonstrates and applies a range of complex strategies and movement concepts iii. analyses and applies information to perform effectively.

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 analyse 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

Maximum: 8

At the end of year 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
3–4	The student: <ol style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. describes and summarizes performance.
5–6	The student: <ol style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. explains goals and applies strategies to enhance performance iii. explains and evaluates performance.
7–8	The student: <ol style="list-style-type: none"> i. explains and demonstrates strategies to enhance interpersonal skills ii. develops goals and applies strategies to enhance performance iii. analyses and evaluates performance.

Notes for criterion D

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