Assessed curriculum

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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:
|                   | 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               | The student:
|                   | 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               | The student:
|                   | 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
<p>|                   | iii. <strong>applies</strong> physical and health terminology to communicate understanding. |</p>
<table>
<thead>
<tr>
<th>7–8</th>
<th>The student:</th>
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</thead>
<tbody>
<tr>
<td>i.</td>
<td><strong>outlines</strong> physical and health education factual, procedural and conceptual knowledge</td>
</tr>
<tr>
<td>ii.</td>
<td><strong>identifies</strong> physical and health education knowledge to <strong>describe</strong> issues and <strong>solve</strong> problems set in familiar and unfamiliar situations</td>
</tr>
<tr>
<td>iii.</td>
<td><strong>applies</strong> physical and health terminology <strong>consistently</strong> to communicate understanding.</td>
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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 or physical activity
ii. describe the effectiveness of a plan based on the outcome.

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| 1–2               | The student:  
  i. **states** plans for improving health or physical activity  
  ii. **states** the effectiveness of a plan. |
| 3–4               | The student:  
  i. **outlines a basic** plan for improving health or physical activity  
  ii. **states** the effectiveness of a plan **based on the outcome.** |
| 5–6               | The student:  
  i. **outlines** a plan for improving health or physical activity  
  ii. **identifies** the effectiveness of a plan **based on the outcome.** |
| 7–8               | The student:  
  i. **constructs and outlines** a plan for improving health 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.

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| 1–2               | The student:  
  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:  
  i. **recalls** skills and techniques  
  ii. **recalls** strategies and movement concepts  
  iii. applies information to perform. |
| 5–6               | The student:  
  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:  
  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.

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| 1–2               | The student:
|                   | i. states a strategy to enhance interpersonal skills
|                   | ii. states a goal to enhance performance
|                   | iii. describes performance. |
| 3–4               | The student:
|                   | i. lists strategies to enhance interpersonal skills
|                   | ii. states a goal and applies strategies to enhance performance
|                   | iii. summarizes performance. |
| 5–6               | The student:
|                   | 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:
|                   | 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.