Assessed curriculum

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.

<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** 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               | The student:  
  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               | The student:  
  i. **outlines** physical and health education factual, procedural and conceptual knowledge  
  ii. **applies** physical and health education knowledge to **describe** issues 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. |
The student:

i. **describes** physical and health education factual, procedural and conceptual knowledge

ii. **applies** physical and health education knowledge to **explain** issues and **solve** problems set in **familiar and unfamiliar situations**

iii. **applies** physical and health terminology **consistently** and **effectively** to communicate understanding.

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 health

ii. explain the effectiveness of a plan based on the outcome.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. outlines a plan for improving physical performance and health  
  ii. states the effectiveness of a plan based on the outcome. |
| 3–4               | The student:  
  i. constructs and outlines a plan for improving physical performance and health  
  ii. outlines the effectiveness of a plan based on the outcome. |
| 5–6               | The student:  
  i. constructs and explains a plan for improving physical performance and health  
  ii. describes the effectiveness of a plan based on the outcome. |
| 7–8               | The student:  
  i. designs and explains a plan for improving physical performance and 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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  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:  
  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:  
  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:  
  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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies strategies that enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. lists goals to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. summarizes performance.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies and demonstrates strategies that enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. identifies goals to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. outlines and summarizes performance.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. outlines and demonstrates strategies that enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. identifies goals and applies strategies to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. outlines and evaluates performance.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. describes and demonstrates strategies that enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. outlines goals and applies strategies to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. explains and evaluates performance.</td>
</tr>
</tbody>
</table>

Notes for criterion D

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