

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

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

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"> <li>i. <b>states</b> plans for improving health or physical activity</li> <li>ii. <b>states</b> the effectiveness of a plan.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines a basic</b> plan for improving health or physical activity</li> <li>ii. <b>states</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> a plan for improving health or physical activity</li> <li>ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>constructs and outlines</b> a plan for improving health or physical activity</li> <li>ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ol>

### 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 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 or performing a lay-up in basketball.)
- In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

## 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 effectively
- 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"> <li>i. <b>recalls some</b> skills and techniques</li> <li>ii. <b>recalls some</b> strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform with limited success.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> skills and techniques</li> <li>ii. <b>recalls</b> strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform <b>effectively</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>

### Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** effectively 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"> <li>i. <b>states</b> a strategy to enhance interpersonal skills</li> <li>ii. <b>states</b> a goal to enhance performance</li> <li>iii. <b>describes</b> performance.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>lists</b> strategies to enhance interpersonal skills</li> <li>ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>summarizes</b> performance.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> strategies to enhance interpersonal skills</li> <li>ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ol>

### Notes for criterion D

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