Criterion A: Knowing and understanding

**Maximum: 8**

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

i. explain physical 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.

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| **Achievement level**  | **Level descriptor**  | **Task-Specific Language** |
| **0**  | The student does not reach a standard described by any of the descriptors below.  |  |
| **1–2**  | The student: 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**  | The student: 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**  | The student: i. **identifies** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** issues to **solve** problems set in **familiar and unfamiliar situations** iii. **applies** physical and health terminology **consistently** to communicate understanding. |  |
| **7–8**  | The student: i. explains physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse complex issues to solve complex 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.
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Criterion B: Planning for performance

**Maximum: 8**

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

i. design, explain and justify plans to improve physical performance and health

ii. analyse and evaluate the effectiveness of a plan based on the outcome.

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| **Achievement level**  | **Level descriptor**  |  |
| **0**  | The student does not reach a standard described by any of the descriptors below.  |  |
| **1–2**  | The student: i. **constructs and outlines** a plan to improve physical performance or health ii. **outlines** the effectiveness of a plan based on the outcome.  |  |
| **3–4**  | The student: i. **constructs and describes** a plan to improve physical performance or health ii. **explains** the effectiveness of a plan based on the outcome.  |  |
| **5–6**  | The student: i. **designs and explains** a plan to improve physical performance or health ii. **analyses** the effectiveness of a plan based on the outcome.  |  |
| **7–8**  | The student: i. **designs**, **explains** and **justifies** a plan to improve physical performance or health ii. **analyses** and **evaluates** the effectiveness of a plan based on the outcome.  |  |

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| **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.
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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 effectively

ii. demonstrate and apply a range of strategies and movement concepts

iii. analyse and apply information to perform effectively.

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| **Achievement level** | **Level descriptor** |  |
| **0**  | The student does not reach a standard described by any of the descriptors below.  |  |
| **1–2**  | The student: 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: 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: 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: 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 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.
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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.

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| **Achievement level**  | **Level descriptor**  | **Task-Specific Language** |
| **0**  | The student does not reach a standard described by any of the descriptors below.  |  |
| **1–2**  | The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **identifies** goals to enhance performance iii. **outlines** and **summarizes** performance.  |  |
| **3–4**  | The student: 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: 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: i. **explains** and **demonstrates** strategies to enhance interpersonal skills ii. **develops** goals and **applies** strategies to enhance performance iii. **analyses** and **evaluates** performance.  |  |

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