

Criterion A: Knowing and understanding

Maximum: 8

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

- i. describe physical 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	The student: <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	The student: <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	The student: <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 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	The student: <ol style="list-style-type: none"> i. describes physical 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.
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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.

Feedback: _____

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Feedback: _____

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.

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 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 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 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 health ii. explains the effectiveness of a plan based on the outcome.

Notes for criterion B
<ul style="list-style-type: none"> • 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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Feedback: _____

Criterion C: Applying and performing

Maximum: 8

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

- demonstrate and apply a range of skills and techniques
- demonstrate and apply a range of strategies and movement concepts
- 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"> recalls and applies skills and techniques with limited success recalls and applies strategies and movement concepts with limited success recalls and applies information to perform.
3–4	The student: <ol style="list-style-type: none"> demonstrates and applies skills and techniques with limited success demonstrates and applies strategies and movement concepts with limited success identifies and applies information to perform.
5–6	The student: <ol style="list-style-type: none"> demonstrates and applies skills and techniques demonstrates and applies strategies and movement concepts identifies and applies information to perform effectively.
7–8	The student: <ol style="list-style-type: none"> demonstrates and applies a range of skills and techniques demonstrates and applies a range of strategies and movement concepts 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 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.

Feedback: _____

Criterion C: Applying and performing

Maximum: 8

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

- demonstrate and apply a range of skills and techniques
- demonstrate and apply a range of strategies and movement concepts
- 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"> recalls and applies skills and techniques with limited success recalls and applies strategies and movement concepts with limited success recalls and applies information to perform.
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7–8	The student: <ol style="list-style-type: none"> demonstrates and applies a range of skills and techniques demonstrates and applies a range of strategies and movement concepts outlines and applies information to perform effectively.

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- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Feedback: _____

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.

Achievement level	Level descriptor
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.

Feedback: _____

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Maximum: 8

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- 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.

Achievement level	Level descriptor
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.

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