

# Physical and health education assessment criteria: Year 5

## Criterion A: Knowing and understanding

### Maximum: 8

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

- i. explain physical and 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.

Achievement level	Level descriptor
0	The student <b>does not</b> 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> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>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>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>

7–8	<p>The student:</p> <ol style="list-style-type: none"><li data-bbox="501 286 1359 353">i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li><li data-bbox="501 376 1359 477">ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li><li data-bbox="501 499 1359 560">iii. <b>applies</b> physical and health terminology <b>consistently and effectively</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 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.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>constructs and outlines</b> a plan to improve physical performance or health</li> <li>ii. <b>outlines</b> the effectiveness of a plan based on the outcome.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>constructs and describes</b> a plan to improve physical performance or health</li> <li>ii. <b>explains</b> the effectiveness of a plan based on the outcome.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>designs and explains</b> a plan to improve physical performance or health</li> <li>ii. <b>analyses</b> the effectiveness of a plan based on the outcome.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>designs, explains and justifies</b> a plan to improve physical performance or health</li> <li>ii. <b>analyses and evaluates</b> the effectiveness of a plan based on the outcome.</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 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 evaluation of the effectiveness of the plan.

## 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
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyse and apply information to perform effectively.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>iii. <b>recalls</b> information to perform.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range of complex</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range of complex</b> strategies and movement concepts</li> <li>iii. <b>analyses</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 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 analyse 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 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.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	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 to enhance performance</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>outlines</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>explains</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>explains</b> and <b>evaluates</b> performance.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>develops</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>analyses</b> and <b>evaluates</b> performance.</li> </ol>

### Notes for criterion D

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