

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 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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> 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: <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 analyse 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. 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	<p>The student:</p> <ol style="list-style-type: none">i. explains physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situationsiii. 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.

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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

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 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.

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. 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
3–4	The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. explains and demonstrates strategies to enhance interpersonal skills ii. develops goals and applies strategies to enhance performance iii. analyses and evaluates performance.

Notes for criterion D

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