

Physical & Health Education Objectives: Years 2 & 3

Objective A: Knowing and Understanding

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

- (i) describe physical and 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.

Objective B: Planning for Performance

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

- (i) outline goals to enhance performance
- (ii) design and explain a plan for improving physical performance and health.

Objective C: Applying and Performing

At the end of year 3, 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) outline and apply information to perform effectively.

Objective D: Reflecting and improving performance

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

- (i) describe and demonstrate strategies to enhance interpersonal skills
- (ii) explain the effectiveness of a plan based on the outcome
- (iii) explain and evaluate performance.



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Assessment Criteria: Years 2 & 3

Criterion A: Knowing and Understanding

Maximum: 8

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 physical and health education factual, procedural and conceptual knowledge identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations applies physical and health terminology to communicate understanding with limited success.
3 – 4	The student: <ol style="list-style-type: none"> states physical and health education factual, procedural and conceptual knowledge identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations applies physical and health terminology to communicate understanding.
5 – 6	The student: <ol style="list-style-type: none"> outlines physical and health education factual, procedural and conceptual knowledge applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations applies physical and health terminology consistently to communicate understanding.
7 – 8	The student: <ol style="list-style-type: none"> describes physical and health education factual, procedural and conceptual knowledge applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations applies physical and health terminology consistently and effectively to communicate understanding.

Notes:

- ✓ 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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Assessment Criteria: Years 2 & 3

Criterion B: Planning for Performance

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: i. states a goal to enhance performance ii. outlines a limited plan for improving physical performance and health.
3 – 4	The student: i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health.
5 – 6	The student: i. identifies goals to enhance performance ii. designs a plan for improving physical performance and health.
7 – 8	The student: i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health.

Notes:

- ✓ 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).



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Assessment Criteria: Years 2 & 3

Criterion C: Applying and Performing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform.
3 – 4	The student: i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform.
5 – 6	The student: i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively .
7 – 8	The student: i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively .

Notes:

- ✓ Criterion C must be assessed in **performance/playing situations**.
- ✓ A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- ✓ A student's ability to recall 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 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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Assessment Criteria: Years 2 & 3

Criterion D: Reflecting and improving performance

Maximum: 8

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"> identifies strategies to enhance interpersonal skills states the effectiveness of a plan outlines performance.
3 – 4	The student: <ol style="list-style-type: none"> identifies and demonstrates strategies to enhance interpersonal skills states the effectiveness of a plan based on the outcome outlines and summarizes performance.
5 – 6	The student: <ol style="list-style-type: none"> outlines and demonstrates strategies to enhance interpersonal skills describes the effectiveness of a plan based on the outcome outlines and evaluates performance.
7 – 8	The student: <ol style="list-style-type: none"> describes and demonstrates strategies to enhance interpersonal skills explains the effectiveness of a plan based on the outcome explains and evaluates performance.

Notes:

- ✓ Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- ✓ This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of 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 multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

