

## Physical & Health Education Objectives: Years 4 & 5

### Objective A: Knowing and Understanding

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.

### Objective B: Planning for Performance

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

- (i) develop goals to enhance performance
- (ii) design, explain and justify a plan to improve physical performance and health.

### Objective C: Applying and Performing

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 effectively
- (iii) analyse and apply information to perform effectively.

### Objective D: Reflecting and improving performance

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

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



# Physical & Health Education

## Assessment Criteria: Years 4 & 5

### Criterion A: Knowing and Understanding

Maximum: 8

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 – 2	<p>The student:</p> <ul 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> </ul>
3 – 4	<p>The student:</p> <ul 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> </ul>
5 – 6	<p>The student:</p> <ul 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 and 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> </ul>
7 – 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>explains</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> complex issues and to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li> </ul>

#### Notes:

- ✓ Criterion A must be assessed in non-performance/non-playing situations.
- ✓ Criterion A can be assessed only through written or oral tasks.

# Physical & Health Education

## Assessment Criteria: Years 4 & 5

### Criterion B: Planning for Performance

Maximum: 8

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: i. <b>identifies</b> goals to enhance performance ii. <b>constructs</b> a plan to improve physical performance and health.
3 – 4	The student: i. <b>outlines</b> goals to enhance performance ii. <b>constructs</b> and <b>describes</b> a plan to improve physical performance and health.
5 – 6	The student: i. <b>explains</b> goals to enhance performance ii. <b>designs</b> and <b>explains</b> a plan to improve physical performance and health.
7 – 8	The student: i. <b>develops</b> goals to enhance performance ii. <b>designs, explains</b> and <b>justifies</b> a plan to improve 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).



# Physical & Health Education

## Assessment Criteria: Years 4 & 5

### Criterion C: Applying and Performing

Maximum: 8

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: i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b> ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b> iii. <b>recalls</b> information to perform.
3 – 4	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts iii. <b>identifies</b> and <b>applies</b> information to perform.
5 – 6	The student: i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>analyses</b> and <b>applies</b> information to perform.
7 – 8	The student: i. <b>demonstrates</b> and <b>applies a range of</b> skills and techniques effectively ii. <b>demonstrates</b> and <b>applies a range of</b> strategies and movement concepts effectively iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b> .

#### 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.

# Physical & Health Education

## Assessment Criteria: Years 4 & 5

### Criterion D: Reflecting and improving performance

Maximum: 8

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

#### 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.