

# Corwin International Magnet School

## Physical and Health Education, Level 2 – Assessment Criteria

### Criterion A: Knowing and understanding

#### Maximum: 8

At the end of year 1, students should be able to:

- i. outline physical health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology 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: i. <b>recalls</b> some physical health education factual, procedural conceptual knowledge. ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues. iii. applies physical and health terminology to communicate understanding with partial success.
3–4	The student: i. <b>states</b> physical and health education factual, procedural and conceptual. ii. <b>identifies</b> physical and health education knowledge to <b>plan</b> issues and <b>recommend</b> solutions to problems set in familiar situations. iii. <b>applies</b> physical and health terminology to communicate understanding with partial success.
5–6	The student: i. <b>states</b> physical health education factual, procedural and conceptual knowledge. ii. <b>identifies</b> physical and health education knowledge to <b>plan</b> issues and <b>recommend</b> problems set in familiar situations. iii. <b>applies</b> physical and health terminology regularly to communicate understanding.
7–8	The student: i. <b>plans</b> physical health education factual, procedural and conceptual knowledge. ii. <b>identifies</b> physical and health education knowledge to <b>express</b> issues and <b>solve</b> problems set in familiar and unfamiliar situations. iii. <b>applies</b> physical and health terminology consistently and clearly to communicate understanding.
<b>Notes for criterion A</b>	
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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## Physical and Health Education, Level 2 – Assessment Criteria

### Criterion B: Planning for performance

**Maximum: 8**

At the end of year 1, students should be able to:

- i. construct and outline a plan for improving health or physical activity
- ii. describe 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: i. <b>recognizes</b> a plan for improving health or physical activity. ii. <b>states</b> the effectiveness of a plan based on progress.
3–4	The student: i. <b>outlines</b> a basic plan for improving health or physical activity. ii. <b>identifies</b> the effectiveness of a plan based on the outcome.
5–6	The student: i. <b>outlines</b> and <b>explains</b> a plan for improving physical performance and health ii. <b>describes</b> the effectiveness of a plan based on the outcome
7–8	The student: i. <b>outlines</b> and <b>describes</b> a plan for improving physical performance and health ii. <b>describes</b> 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.

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## Physical and Health Education, Level 2 – Assessment Criteria

### Criterion C: Applying and performing

#### Maximum: 8

At the end of year 1, students should be able to:

- i. recall and apply a range of skills and techniques effectively
- ii. recall and apply a range of strategies and movement concepts
- iii. recall 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: i. <b>recalls</b> and <b>explains</b> some skills and techniques. ii. <b>recalls</b> and <b>explains</b> strategies and movement concepts. iii. <b>recalls</b> and <b>applies</b> information to perform.
3–4	The student: i. <b>demonstrates</b> skills and techniques. ii. <b>recalls</b> and <b>explains</b> strategies and movement concepts. iii. <b>demonstrates</b> and <b>applies</b> information to perform.
5–6	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques ii. <b>demonstrates and applies</b> strategic and movement concepts iii. <b>identifies and applies</b> information to perform effectively
7–8	The student: i. <b>recalls</b> and <b>applies</b> a range of skills and techniques ii. <b>demonstrates and applies</b> a range of strategies and movement concepts iii. <b>identifies and applies</b> 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.

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## Physical and Health Education, Level 2 – Assessment Criteria

### Criterion D: Reflecting and improving performance

#### Maximum: 8

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. <b>plans</b> a strategy to enhance interpersonal skills. ii. <b>plans</b> a goal to enhance performance. iii. <b>organizes</b> a performance.
3–4	The student: i. <b>identifies</b> strategies to enhance interpersonal skills. ii. <b>plans</b> a goal and <b>applies</b> strategies to enhance performance. iii. <b>plans</b> and <b>summarizes</b> performance.
5–6	The student: i. <b>plans</b> strategies to enhance interpersonal skills. ii. <b>plans</b> goals and <b>applies</b> strategies to enhance performance. iii. <b>explains</b> and <b>summarizes</b> performance.
7–8	The student: i. <b>plans</b> and <b>demonstrates</b> strategies to enhance interpersonal skills. ii. <b>plans</b> goals and <b>applies</b> strategies to enhance performance. iii. <b>explains</b> and <b>summarizes</b> performance.
<b>Notes for criterion D</b>	
Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.	