

Physical education assessment criteria

Criterion A	Use of knowledge	Maximum 8
Criterion B	Movement composition	Maximum 6
Criterion C	Performance	Maximum 10
Criterion D	Social skills and personal engagement	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The criteria are not equally weighted. The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels. Detailed descriptions of the assessment criteria and band descriptors follow.

Criterion A: use of knowledge

Maximum 8

Students are expected to have a knowledge and understanding of the physical activities or topics studied. They are also expected to be able to use this knowledge and understanding critically, and apply it to analyse situations and solve problems.

As described in “Balancing the physical education curriculum”, topics studied and assessed through criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.

Criterion A is best assessed through written or oral activities, and **must be assessed in a non-performance/non-playing situation**. Please note that for moderation, the task assessed against criterion A must be written.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The use of terminology is inconsistent, inappropriate or incorrect . Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Sometimes uses this knowledge to analyse and solve problems in familiar situations .
3–4	Uses basic terminology that is sometimes inaccurate or inappropriate . Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar

	situations.
5–6	Uses a range of terminology accurately and appropriately in some situations. Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations.
7–8	Uses a wide range of physical education terminology accurately and appropriately in most situations. Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations.

Criterion B: movement composition

Maximum 6

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.

Compositions are best assessed using criteria B, C and D. This allows all stages of the creative process—plan and design, perform, evaluate—to be assessed.

For assessment of this objective, the student must perform the sequence.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student selects some aesthetic moves that are appropriate to the requirements of the task. The student has some difficulty in adapting and/or creating moves. The sequence shows a simple use of space, time, level, force and flow. The composition is generally incoherent with many pauses , and shows limited creativity.
3–4	The student selects, adapts and creates aesthetic moves that are appropriate to the requirements of the task. The sequence shows a competent use of space, time, level, force and flow. The composition is mostly coherent , and shows some aspects of imagination and creativity.
5–6	The student selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and

	flow. The composition is coherent , and shows aspects of imagination, creativity and style .
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Criterion C: performance

Maximum 10

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

When assessing performance, teachers should use only the strands of this criterion that are relevant to the activity. In all cases, at least two of the three strands will apply.

This objective must be assessed in a performance/playing situation.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student demonstrates little competence in basic moves, skills and techniques in the performance or playing situation. The student shows some awareness of movement concepts, tactics, strategies and rules. The student performs with little precision, synchronization or energy.
3–4	The student demonstrates competence in basic moves, skills and techniques in the performance or playing situation. The student shows awareness of movement concepts, tactics, strategies and rules, but has difficulty in applying them. The student performs with some precision, synchronization and/or energy.
5–6	The student demonstrates competence in basic and some complex moves, skills and techniques in the performance or playing situation. The student applies some movement concepts, tactics, strategies and rules. The student performs with precision, synchronization and energy most of the time .
7–8	The student demonstrates competence in basic and many complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules appropriately . The student performs with a high degree of precision, synchronization and energy.
9–10	The student shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing

	<p>situation.</p> <p>The student applies movement concepts, tactics, strategies and rules in a critical and effective manner.</p> <p>The student performs with a high degree of precision, synchronization, energy, style and flair.</p>
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Criterion D: social skills and personal engagement

Maximum 8

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student demonstrates attitudes and strategies that maintain their communication and relationships with others.</p> <p>The student shows respect and sensitivity to themselves, others and the physical environment some of the time.</p> <p>The student takes responsibility for their own learning some of the time, but shows little enthusiasm and/or commitment to physical education.</p> <p>The student shows difficulty in reflecting on their achievements and in setting and taking action to achieve goals.</p>
3–4	<p>The student demonstrates attitudes and strategies that maintain their communication and relationships with others.</p> <p>The student shows respect and sensitivity to themselves, others and the physical environment most of the time.</p> <p>The student takes responsibility for their own learning most of the time, and shows some enthusiasm and commitment to physical education.</p> <p>The student reflects on their own achievements to a satisfactory level, usually sets appropriate goals but may need encouragement to take action towards achieving them.</p>
5–6	<p>The student demonstrates attitudes and strategies that improve their communication and relationships with others.</p> <p>The student consistently shows respect and sensitivity to themselves, others and the physical environment.</p> <p>The student takes responsibility for their own learning and usually shows enthusiasm and commitment to physical education.</p> <p>The student reflects critically on their own achievements, sets</p>

	appropriate goals and takes some action towards achieving them.
7–8	<p>The student demonstrates attitudes and strategies that deepen and enhance their communication and relationships with others.</p> <p>The student consistently shows a high degree of respect and sensitivity to themselves, others and the physical environment.</p> <p>The student takes responsibility for their own learning and consistently shows enthusiasm and commitment to physical education.</p> <p>The student reflects critically on their own achievements, sets appropriate goals that enhance learning, and takes action towards achieving them.</p>