

Criterion A: Use of Knowledge

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The use of terminology is inconsistent, inappropriate or incorrect.</p> <p>Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</p> <p>Sometimes uses this knowledge to analyse and solve problems in familiar situations.</p>
3-4	<p>Uses basic terminology that is sometimes inaccurate or inappropriate.</p> <p>Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</p> <p>Uses this knowledge to analyse and solve problems in familiar situations.</p>
5-6	<p>Uses a range of terminology accurately and appropriately in some situations.</p> <p>Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</p> <p>Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations.</p>
7-8	<p>Uses a wide range of physical education terminology accurately and appropriately in most situations.</p> <p>Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.</p> <p>Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations.</p>

Criterion B: Movement Composition

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>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.</p> <p>The sequence shows a simple use of space, time, level, force and flow.</p> <p>The composition is generally incoherent with many pauses, and shows limited creativity.</p>
3-4	The student selects, adapts and creates aesthetic moves that are

	<p>appropriate to the requirements of the task.</p> <p>The sequence shows a competent use of space, time, level, force and flow.</p> <p>The composition is mostly coherent, and shows some aspects of imagination and creativity.</p>
5-6	<p>The student selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task.</p> <p>The sequence shows a sophisticated use of space, time, level, force and flow.</p> <p>The composition is coherent, and shows aspects of imagination, creativity and style.</p>

Criterion C: Performance

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

	energy.
9-10	<p>The student shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing 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>

Criterion D: Social Skills and Personal Engagement

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors 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 appropriate goals and takes some action towards achieving them.</p>

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>