



SHFGS Assessment Criteria: Y10&11 Physical Education

The following criteria is expected to be met in at least three activities in Year 10 & 11 (at least one team and one individual activity must be included)

Level Descriptor	Level B (+/-) Below expected standard	Level W (+/-) Working towards expected standard	Level E (+/-) Expected standard	Level A (+/-) Above expected standard	Level O (+/-) Outstanding - Well above expected standard
Strands					
Range and Quality of skills	<ul style="list-style-type: none"> • Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations • Few, if any of the advanced skills for the activity are attempted • Core skills are performed inconsistently and with limited accuracy, control and fluency • Any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> • Demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations • Core skills are performed with limited consistency and some accuracy, control and fluency • The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> • Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations • Core skills are performed consistently with a good standard of accuracy, control and fluency • The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> • Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations • Core skills are performed consistently with a very good standard of accuracy, control and fluency • The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> • Demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations • Core skills are performed consistently with an excellent standard of accuracy, control and fluency. • The advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency.
Physical Attributes (Fitness)	<ul style="list-style-type: none"> • Demonstrates limited physical fitness and psychological control during performance 	<ul style="list-style-type: none"> • Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness 	<ul style="list-style-type: none"> • Demonstrates appropriate levels of physical fitness and psychological control to perform effectively 	<ul style="list-style-type: none"> • Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively 	<ul style="list-style-type: none"> • Demonstrates very good levels of physical fitness and psychological control to perform very effectively
Decision making skills (Game/performance situation)	<ul style="list-style-type: none"> • Selects and uses appropriate skills on few occasions. • Rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity • Demonstrates little awareness of the rules/regulations of the 	<ul style="list-style-type: none"> • Selects and uses appropriate skills on some occasions. • Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity • Demonstrates limited awareness of the 	<ul style="list-style-type: none"> • Successfully selects and uses appropriate skills on some occasions • Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity • Demonstrates good 	<ul style="list-style-type: none"> • Successfully selects and uses appropriate skills on many occasions • Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity • Demonstrates very good awareness of the 	<ul style="list-style-type: none"> • Successfully selects and uses appropriate skills on nearly all occasions • Applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity • Demonstrates excellent awareness of the rules/regulations of the

	<p>activity during performance</p> <ul style="list-style-type: none"> • Demonstrates little awareness for the safety of themselves and others • Demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • Rarely communicates with other player(s)/performer(s) (team activities only) 	<p>rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> • Demonstrates limited awareness for the safety of themselves and others • Demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • Communication with other player(s)/performer(s) is limited (team activities only) 	<p>awareness of the rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> • Demonstrates good regard for the safety of themselves and others • Demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • Communication with other player(s)/performer(s) is good (team activities only) 	<p>rules/regulations of the activity during performance</p> <ul style="list-style-type: none"> • Demonstrates very good regard for the safety of themselves and others • Demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • Communication with other player(s)/performer(s) is very good (team activities only) 	<p>activity during performance</p> <ul style="list-style-type: none"> • Demonstrates excellent regard for the safety of themselves and others • Demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • Communication with other player(s)/performer(s) is excellent (team activities only)
<p>Analysing and evaluating performance (coaching)</p>	<ul style="list-style-type: none"> • Evaluates the strengths and weaknesses of their own/a peers physical fitness and/or performance, with limited accuracy. • Gives little or no justification in their analysis of the importance of the different components of fitness or skills for their chosen activities. • Gives an overview of few key skills required for their chosen activities • Makes some attempt to assess their own strengths and weaknesses for their chosen activities. 	<ul style="list-style-type: none"> • Evaluates some of the strengths and weaknesses of their own/a peers physical fitness and/or performance, with some accuracy. • Gives limited justification in their analysis of the importance of the different components of fitness and skills for their chosen activities. • Gives a fairly accurate overview of some of the key skills required for their chosen activities. • Gives a limited assessment of some of their own strengths and weaknesses for their chosen activities. 	<ul style="list-style-type: none"> • Evaluates the strengths and weaknesses of their own/a peers physical fitness and/or performance, with some accuracy. • Gives some justification in their analysis of the importance of the different components of fitness and skills for their chosen activities. • Gives a fairly accurate overview of most of the key skills required for their chosen activities. • Gives an accurate assessment of some of their own strengths and weaknesses for their chosen activities. 	<ul style="list-style-type: none"> • Evaluates the strengths and weaknesses of their own/a peers physical fitness and/or performance accurately. • Produces a justified analysis of the importance of the different components of fitness and skills for their activities. • Gives an accurate overview of most of the key skills required for their activities. • Gives an accurate assessment of their own strengths and weaknesses for their activities. 	<ul style="list-style-type: none"> • Evaluates the strengths and weaknesses of their own/a peers physical fitness and/or performance accurately, and knows appropriate tests for each component of fitness. • Produces a fully justified analysis of the importance of the different components of fitness and skills for their activities. • Gives an accurate overview of all of the key skills required for their activities. • Gives an accurate and thorough assessment of their own strengths and weaknesses for their activities.