School:

Student’s Name:

The following specific skills criteria are to be used by teachers in competition or game situations to inform their judgments against the performance standards in the subject outline:

| Specific features | Specific skills | Grade Level |
| --- | --- | --- |
| PSA1  Proficiency in the performance of physical activities, with reference to specific skill criteria.  PSA2  Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context. | Managing the Ball  (dribbling / receiving)  Ability to consistently:   * Control and move the ball quickly and precisely in a variety of game situations * Use a variety of dribbling techniques appropriate to game situations ensuring possession of the ball is maintained |  |
| Passing  Ability to consistently:   * Select and apply a variety of passing techniques of the ball appropriate to maintaining possession |  |
| Tackling  Ability to consistently:   * Use an appropriate tackle to regain possession depending on the game circumstance |  |
| Shooting  Ability to consistently:   * Recognise, establish position and adjust goal shots appropriate to the game situation |  |
| Game Play  Ability to consistently:   * Control game tempo to benefit your team and execute appropriate decision making and positioning to maintain possession of the ball * Play a variety of positions effectively for the duration of the game * Apply effective plays in a variety of game situations * Maintain performance for the duration of the game to demonstrate fitness |  |
| IC1  Initiative, self-reliance, and leadership in practical activities.  IC2  Interpersonal and collaborative skills in team situations. | Independence  Ability to consistently:   * Act independently to demonstrate initiative and improvement where appropriate (e.g. practice drills, games, equipment handling etc.) |  |
| Leadership / Initiation of tactics  Ability to consistently:   * Use tactics effectively in game situations to demonstrate leadership and understanding of game strategy * Demonstrate leadership in a variety of situations |  |
| General Contribution  Ability to consistently:   * Perform specialist roles contributing to the morale and etiquette of the sport through appropriate communication * Demonstrate determination and perseverance in all practical tasks * Work collaboratively in various scenarios to improve individual and/or team performance |  |

Performance Standards for Stage 2 Physical Education

|  | Knowledge and Understanding | Practical Skills Application | Initiative and Collaboration | Critical Analysis and Evaluation |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge, informed understanding, and accurate application of physical education concepts relevant to specific physical activities.  In-depth knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition.  Clear and accurate knowledge and understanding of appropriate terminology. | A high level of proficiency in the performance of physical activities, with reference to specific skills criteria.  Accurate interpretation and proactive application of skills, specific concepts, ideas, strategies, and techniques, in a practical context. | A proactive approach to demonstrating initiative, self-reliance, and leadership in practical activities.  Constructive and confident interpersonal and collaborative skills in team situations. | Thorough and insightful critical analysis of practical techniques and performance.  Highly discerning evaluation of the relevance of principles and concepts to a given situation.  Perceptive and critical analysis and evaluation of an issue related to physical activity and clearly relevant to local, regional, national, or global communities.  Thorough and focused use of information from different sources, with appropriate acknowledgment. |
| B | Well-considered knowledge, informed understanding, and thoughtful application of physical education concepts relevant to specific physical activities.  Well-considered knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition.  Mostly clear knowledge and understanding of appropriate terminology. | Proficiency in the performance of physical activities, with reference to specific skills criteria.  Capable interpretation and active application of skills, specific concepts, ideas, strategies, and techniques, in a practical context. | An active approach to demonstrating initiative, self-reliance, and leadership in practical activities.  Confident interpersonal and collaborative skills in team situations. | Detailed critical analysis of practical techniques and performance.  Logical evaluation of the relevance of principles and concepts to a given situation.  Critical analysis and evaluation of an issue related to physical activity and relevant to local, regional, national, or global communities.  Mostly focused use of information from different sources, with appropriate acknowledgment. |
| C | Considered knowledge, informed understanding, and competent application of physical education concepts relevant to specific physical activities.  Considered knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition.  Competent knowledge and understanding of appropriate terminology. | Competent performance in physical activities, with reference to specific skills criteria.  Competent interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context. | Generally effective demonstration of initiative and self-reliance, and some contribution to leadership in practical activities.  Appropriate interpersonal and collaborative skills in team situations. | Some critical analysis of practical techniques and performance, with a tendency to rely on description.  Generally clear evaluation of the relevance of principles and concepts to a given situation.  Some critical analysis and evaluation of an issue related to physical activity that has some relevance to local, regional, national, or global communities.  Competent use of information from different sources, with appropriate acknowledgment. |
| D | Recognition and some understanding and application of physical education concepts relevant to one or more specific physical activities.  Recognition and some understanding of aspects of exercise physiology, the biomechanics of human movement, and/or skills acquisition.  Recognition and some understanding of basic terminology that may be appropriate. | Some competence in aspects of the performance of physical activities, with reference to specific skills criteria.  Inconsistent interpretation and application of skills, specific concepts, or ideas, in a practical context. | Occasional demonstration of initiative and self-reliance in practical activities, with support.  Occasional demonstration of collaborative skills in team situations, with some use of interpersonal skills. | Some consideration and basic description of a narrow range of practical techniques and performance.  Some consideration of the relevance of principles and concepts to a given situation.  Basic description of some aspects of an issue related to physical activity but with limited relevance to local, regional, national, or global communities.  Some use of information from more than one source, with attempted acknowledgment. |
| E | Limited awareness and application of one or more physical education concepts.  Limited awareness of aspects of exercise physiology, the biomechanics of human movement, or skills acquisition.  Limited awareness of basic terminology that may be appropriate. | Limited performance in one or more physical activities, with reference to specific skills criteria.  Emerging ability to interpret or apply skills, specific concepts, or ideas, in a practical context. | Some recognition of the need for initiative, self-reliance, or leadership in practical activities.  Emerging collaborative skills in team situations, with limited use of interpersonal skills. | Identification and some limited description of one or more practical techniques or performance.  Recognition of the need to consider the relevance of principles and concepts for a given situation.  Disconnected description of an issue related to physical activity.  Attempted use of information from a source, with limited acknowledgment. |