

Year 7 and 8

	A	B	C	D	E
Demonstrate and apply	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> applied the elements of movement to perform a range of movement sequences and skills with control and accuracy</li> <li>• <b>Consistently</b> demonstrated a range of personal and social skills to establish and maintain relationships that promote safety, fair play and inclusivity</li> <li>• <b>Consistently</b> applied a range of <b>relevant</b> information to accurately identify impacts on personal health and physical performance</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• applied the elements of movement to perform a range of movement sequences and skills with control <b>and accuracy</b></li> <li>• demonstrated a range of personal and social skills to establish and maintain relationships that promote <b>safety</b>, fair play and inclusivity</li> <li>• applied a range of <b>relevant</b> information to accurately identify impacts on personal health and physical performance</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• Applied the elements of movement to perform a range of movement <b>sequences and</b> skills with control</li> <li>• demonstrated a range of personal and social skills to maintain relationships that promote fair play <b>and inclusivity</b></li> <li>• applied a range of information to identify <b>impacts on</b> personal health and physical performance</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• Applied the elements of movement to perform a range of movement skills <b>with control</b></li> <li>• demonstrated a range of personal <b>and</b> social skills to <b>maintain relationships that promote</b> fair play</li> <li>• applied <b>a range of</b> information to identify aspects of personal health and physical performance</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• Applied the elements of movement to attempt to perform a range of movement skills</li> <li>• demonstrated personal or social skills to demonstrate fair play</li> <li>• applied information to identify aspects of personal health and physical performance</li> </ul>
Investigate and decide	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>thoroughly</b> investigated a range of movement concepts and can select <b>relevant</b> strategies to achieve specific movement outcomes.</li> <li>• <b>Thoroughly</b> investigated a range of <b>relevant</b> practices and resources to make informed decisions that promote their own health and wellbeing.</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• investigated <b>a range of</b> movement concepts and can <b>select</b> strategies to achieve <b>specific</b> movement outcomes.</li> <li>• investigated <b>a range of</b> practices and resources to make <b>informed</b> decisions that promote their own health and wellbeing.</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>investigated</b> some movement concepts and can implement advised strategies to achieve movement outcomes.</li> <li>• Investigated some practices and resources to make decisions that promote their own health and wellbeing.</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• compared some movement concepts and can implement advised strategies <b>to achieve movement outcomes.</b></li> <li>• <b>compared</b> some practices and resources to make decisions <b>that promote their own</b> health and wellbeing.</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• compared some movement concepts and can implement advised strategies.</li> <li>• <b>compared</b> some practices and resources to make decisions about health and wellbeing.</li> </ul>
General capability	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>accurately</b> analysed information to compose sustained learning area</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>analysed</b> information to compose <b>sustained</b> learning area texts with</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>organised</b> information to compose sustained learning area texts with</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• gathered information to compose learning area texts <b>with specialist</b></li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• gathered information to compose learning area texts.</li> </ul>

	<p>texts with specialist vocabulary <b>and genre structure</b>.</p> <ul style="list-style-type: none"> <li>• <b>Accurately</b> prepared and interpreted data displays from measurements taken and provided in class.</li> <li>• <b>Consistently</b> applied effective team building strategies that encourage participation and performance</li> <li>• <b>Reflected</b> and acted on feedback from teachers to refine movement sequences.</li> </ul>	<p>specialist vocabulary.</p> <ul style="list-style-type: none"> <li>• prepared <b>and interpreted</b> data displays from measurements taken and provided in class.</li> <li>• applied <b>effective</b> team building strategies that encourage participation <b>and performance</b></li> <li>• acted on feedback from teachers <b>to refine movement sequences</b>.</li> </ul>	<p>specialist vocabulary.</p> <ul style="list-style-type: none"> <li>• <b>Prepared</b> data displays from measurements taken and provided in class.</li> <li>• Applied <b>team building</b> strategies that encourage participation</li> <li>• <b>acted on</b> feedback from teachers.</li> </ul>	<p><b>vocabulary</b>.</p> <ul style="list-style-type: none"> <li>• described data displays from measurements <b>taken and</b> provided in class.</li> <li>• Applied strategies that <b>encourage</b> participation</li> <li>• <b>recalled</b> feedback from teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• described data displays from measurements provided in class.</li> <li>• Applied strategies that discourage participation</li> <li>• Not utilised feedback from teachers.</li> </ul>
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	A	B	C	D	E
Demonstrate and apply	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> applied a range of accurate movement concepts and strategies to refine specialised movement skills and performances</li> <li>• <b>Consistently</b> applied a range of leadership skills to promote inclusivity, cooperation and fair play</li> <li>• <b>Accurately</b> applied decision making and problem solving skills to improve health and physical performance</li> <li>• <b>Insightfully</b> presented and interpreted data</li> <li>• interpreted <b>relevant</b> information from a range of sources to construct representation of ideas using specialised language.</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• applied a range of accurate movement concepts and strategies to <b>refine</b> specialised movement skills and performances</li> <li>• applied a range of <b>leadership</b> skills to promote inclusivity, cooperation and fair play</li> <li>• applied decision making <b>and problem solving</b> skills to improve health and physical performance</li> <li>• accurately presented <b>and interpreted</b> data</li> <li>• <b>interpreted</b> information from a range of sources to construct representation of ideas using specialised language.</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• applied a range of movement concepts and strategies to demonstrate <b>specialised</b> movement skills <b>and performances</b></li> <li>• applied a range of skills to promote <b>inclusivity, cooperation and</b> fair play</li> <li>• <b>applied decision making skills</b> to improve health and physical performance</li> <li>• accurately presented <b>data</b></li> <li>• organised <b>information from a range of sources</b> to construct representation of ideas <b>using specialised language.</b></li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• applied <b>a range of</b> movement concepts and strategies <b>to demonstrate movement skills</b></li> <li>• applied <b>a range of</b> skills to <b>promote</b> fair play</li> <li>• described <b>ways to improve</b> health and physical performance</li> <li>• <b>accurately</b> presented some data</li> <li>• organised some information <b>to construct representation of ideas.</b></li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• applied minimal movement concepts and strategies</li> <li>• applied some skills to irregularly promote fair play</li> <li>• described health and physical performance</li> <li>• presented some data</li> <li>• organised some information.</li> </ul>
Investigate and decide	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>consistently and</b> accurately implemented a range of relevant gameplay tactics and strategies</li> <li>• <b>thoroughly</b> investigated relevant information from a range of sources to make informed decisions about health and physical performance</li> <li>• <b>insightfully</b> compared and contrasted information</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>accurately</b> implemented a range of relevant gameplay tactics and strategies</li> <li>• investigated <b>relevant</b> information from a range of sources to make <b>informed</b> decisions about health and physical performance</li> <li>• compared and contrasted information from multiple sources <b>to determine</b></li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• implemented <b>a range of relevant</b> gameplay tactics and strategies</li> <li>• <b>investigated</b> information from <b>a range of sources</b> to make decisions about health and physical performance</li> <li>• <b>compared and contrasted</b> information from <b>multiple</b> sources</li> <li>• <b>applied</b> strategies to maintain social and</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• implemented few gameplay tactics <b>and strategies</b></li> <li>• organised information to make decisions <b>about health and physical performance</b></li> <li>• gathered information from <b>some</b> sources</li> <li>• used strategies under teacher supervision to maintain <b>social and</b> relational capability</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• implemented few gameplay tactics</li> <li>• organised information to make decisions</li> <li>• gathered information from few sources</li> <li>• used strategies under teacher supervision to maintain relational capability</li> </ul>

	<p>from multiple sources to determine significant aspects</p> <ul style="list-style-type: none"> <li>• <b>consistently</b> applied a range of strategies to enhance social and relational capability</li> </ul>	<p><b>significant aspects</b></p> <ul style="list-style-type: none"> <li>• applied a <b>range of strategies to enhance</b> social and relational capability</li> </ul>	<p>relational capability</p>		
Examine and evaluate	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>critically</b> evaluated the performance of self and others to implement skill and gameplay improvement</li> <li>• <b>critically</b> examined a range of strategies, resources and contextual factors to make informed decisions that enhance the health and wellbeing or physical performance of self and others</li> <li>• <b>critically</b> evaluated the effectiveness of ideas to achieve desired outcomes.</li> <li>• <b>Critically</b> reflected on feedback from teachers and peers to address characteristics or skill sets that limit social and relational capability</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• <b>Effectively</b> evaluated the performance of self and others to implement skill <b>and gameplay</b> improvement</li> <li>• Effectively examined a range of strategies, resources and contextual factors to make <b>informed</b> decisions <b>that enhance</b> the health and wellbeing or physical performance of self and others</li> <li>• <b>evaluated</b> the effectiveness of ideas to achieve desired outcomes.</li> <li>• reflected on feedback from teachers <b>and peers</b> to address characteristics or skill sets that limit social and relational capability</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• evaluated the performance of self <b>and others</b> to implement skill improvement</li> <li>• <b>examined</b> a range of <b>strategies, resources and contextual factors</b> to make decisions about the health and wellbeing or physical performance of self <b>and others</b></li> <li>• described the effectiveness of ideas <b>to achieve desired outcomes.</b></li> <li>• reflected on feedback from teachers to address <b>characteristics or skill sets that limit</b> social and relational capability</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• evaluated the performance of self to implement skill improvement</li> <li>• used resources to make decisions <b>about the health and wellbeing or physical performance of self</b></li> <li>• described <b>the effectiveness</b> of ideas.</li> <li>• <b>reflected</b> on feedback from teachers to address relational capability</li> </ul>	<p>The student has</p> <ul style="list-style-type: none"> <li>• implemented skill improvement under teacher direction</li> <li>• used resources to make decisions</li> <li>• described ideas.</li> <li>• Not reflected on feedback from teachers to address relational capability</li> </ul>