

## Assessment criteria overview

Assessment for physical and health education courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Planning for performance	<b>Maximum 8</b>
<b>Criterion C</b>	Applying and performing	<b>Maximum 8</b>
<b>Criterion D</b>	Reflecting and improving performance	<b>Maximum 8</b>

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP physical and health education. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

# Physical and health education assessment criteria: Year 1

## Criterion A: Knowing and understanding

### Maximum: 8

At the end of year 1, students should be able to:

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>recalls some</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues</li> <li>iii. <b>recalls</b> physical and health terminology.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>suggest</b> solutions to problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li data-bbox="501 344 1367 409">i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li data-bbox="501 421 1367 486">ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues and <b>solve</b> problems set in familiar <b>and unfamiliar situations</b></li> <li data-bbox="501 497 1367 562">iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>

#### Notes for criterion A

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

## Criterion B: Planning for performance

### Maximum: 8

At the end of year 1, students should be able to:

- i. identify goals to enhance performance
- ii. construct and outline a plan for improving physical activity and health.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> a goal to enhance performance</li> <li>ii. <b>states</b> a plan for improving physical activity and health.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>defines</b> a goal to enhance performance</li> <li>ii. <b>outlines a basic</b> plan for improving physical activity and health.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>lists</b> goals to enhance performance</li> <li>ii. <b>outlines</b> a plan for improving physical activity and health.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> goals to enhance performance</li> <li>ii. <b>constructs</b> a plan for improving physical activity and health.</li> </ol>

### Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

## Criterion C: Applying and performing

### Maximum: 8

At the end of year 1, students should be able to:

- i. recall and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>recalls limited</b> skills and techniques</li> <li>ii. <b>recalls limited</b> strategies and movement concepts</li> <li>iii. <b>recalls limited</b> information to perform.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>recalls some</b> skills and techniques</li> <li>ii. <b>recalls some</b> strategies and movement concepts</li> <li>iii. <b>recalls some</b> information to perform.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>recalls and applies some</b> skills and techniques</li> <li>ii. <b>recalls and applies some</b> strategies and movement concepts</li> <li>iii. <b>recalls and applies some</b> information to perform <b>effectively</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>recalls and applies a range</b> of skills and techniques</li> <li>ii. <b>recalls and applies a range</b> of strategies and movement concepts</li> <li>iii. <b>recalls and applies</b> information to perform <b>effectively</b>.</li> </ol>

### Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

## Criterion D: Reflecting and improving performance

### Maximum: 8

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> a strategy to enhance interpersonal skills</li> <li>ii. <b>identifies</b> the effectiveness of a plan</li> <li>iii. <b>outlines</b> performance.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> strategies to enhance interpersonal skills</li> <li>ii. <b>states</b> the effectiveness of a plan</li> <li>iii. <b>describes</b> performance.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>sometimes demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>describes</b> the effectiveness of a plan</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b></li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ol>

### Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

# Physical and health education assessment criteria: Year 3

## Criterion A: Knowing and understanding

### Maximum: 8

At the end of year 3, students should be able to:

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues and to <b>solve</b> problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>describe</b> issues and to <b>solve</b> problems set in familiar situations <b>and suggest</b> solutions to problems set in <b>unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>describes</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>explain</b> issues and <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> and <b>effectively</b> to communicate understanding.</li> </ul>

**Notes for criterion A**

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.



## Criterion B: Planning for performance

### Maximum: 8

At the end of year 3, students should be able to:

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> a goal to enhance performance</li> <li>ii. <b>outlines</b> a limited plan for improving physical performance and health.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>lists</b> goals to enhance performance</li> <li>ii. <b>outlines</b> a plan for improving physical performance and health.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> goals to enhance performance</li> <li>ii. <b>designs</b> a plan for improving physical performance and health.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> goals to enhance performance</li> <li>ii. <b>designs</b> and <b>explains</b> a plan for improving physical performance and health.</li> </ol>

### Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

## Criterion C: Applying and performing

### Maximum: 8

At the end of year 3, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies</b> skills and techniques with limited success</li> <li>ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with limited success</li> <li>iii. <b>recalls</b> and <b>applies</b> information to perform.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>

### Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to outline and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

## Criterion D: Reflecting and improving performance

### Maximum: 8

At the end of year 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> strategies to enhance interpersonal skills</li> <li>ii. <b>states</b> the effectiveness of a plan</li> <li>iii. <b>outlines</b> performance.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>states</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>describes</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>outlines</b> and <b>evaluates</b> performance.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>explains</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>explains</b> and <b>evaluates</b> performance.</li> </ol>

### Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

# Physical and health education assessment criteria: Year 5

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li>i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li><li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues and to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li><li>iii. <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li></ol>

**Notes for criterion A**

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

## Criterion B: Planning for performance

### Maximum: 8

At the end of year 5, students should be able to:

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> goals to enhance performance</li> <li>ii. <b>constructs</b> a plan to improve physical performance and health.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> goals to enhance performance</li> <li>ii. <b>constructs</b> and <b>describes</b> a plan to improve physical performance and health.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> goals to enhance performance</li> <li>ii. <b>designs</b> and <b>explains</b> a plan to improve physical performance and health.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>develops</b> goals to enhance performance</li> <li>ii. <b>designs, explains</b> and <b>justifies</b> a plan to improve physical performance and health.</li> </ol>

### Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

## Criterion C: Applying and performing

### Maximum: 8

At the end of year 5, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>iii. <b>recalls</b> information to perform.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range of</b> skills and techniques effectively</li> <li>ii. <b>demonstrates</b> and <b>applies a range of</b> strategies and movement concepts effectively</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>

#### Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to analyse and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.
- Criterion C, strand iii (analyse and apply information to perform effectively) is not applicable for eAssessment.



## Criterion D: Reflecting and improving performance

### Maximum: 8

At the end of year 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>outlines</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>explains</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>analyses</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>explains</b> and <b>evaluates</b> performance.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>analyses</b> and <b>evaluates</b> the effectiveness of a plan based on the outcome</li> <li>iii. <b>analyses</b> and <b>evaluates</b> performance.</li> </ol>

### Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.