

Personal Development, Health and Physical Education

School Certificate grading

Schools are responsible for awarding each student studying Personal Development, Health and Physical Education a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. The grade awarded is reported on the student's School Certificate record of achievement.

From 2006, teachers will use these Stage 5 course performance descriptors to determine School Certificate grades for Personal Development, Health and Physical Education. The descriptors have been developed from the Board's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Determining School Certificate grades

Teachers should follow their school's procedures for the allocation of School Certificate grades.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Values and attitudes are an integral part of learning. However, information on students' values and attitudes is not to be used in determining grades.

Assessment activities

In developing and selecting assessment activities for the purpose of determining School Certificate grades, teachers will use a range of different assessment activities or tasks. The assessment activities should reflect the relative emphasis the school's programs place on the various aspects of the course.

Where activities or tasks are scheduled throughout a course, greater weight for grading purposes would generally be given to those activities or tasks undertaken towards the end of the course. There are different ways of organising the teaching/learning program for a course.

The scheduling of assessment activities and the weightings applied should reflect the school's organisation of the course. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Applying the course performance descriptors

Teachers should use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers should interpret the course performance descriptors in terms of standards that can be achieved by School Certificate students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment for learning

Assessment for learning is described in detail in the assessment section of the Personal Development, Health and Physical Education syllabus. It involves using assessment activities or tasks as a regular part of the teaching and learning process to clarify students' understanding of concepts, to remedy their misconceptions, and to support their further learning and the development of deeper understanding.

All assessment activities can be used to support learning, and to provide feedback to students that enables them to actively monitor and evaluate their own learning.

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment	Self and relationships Movement skill and performance	Individual and community health Lifelong physical activity		
Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows elementary knowledge, skills and understanding in relation to Stage 5 content. • identifies actions that enhance well-being and their capacity to respond positively to challenges. • identifies some factors and behaviours that contribute to positive, safe and inclusive relationships. • recognises some of the various influences on health decision-making and predicts some consequences. • identifies some appropriate strategies, information, products and services to promote health and safety. • identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment. • demonstrates some movement skills and concepts to improve performance in predictable movement situations. • identifies some elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows basic knowledge, skills and understanding in relation to Stage 5 content. • describes actions that enhance well-being and their capacity to respond positively to challenges. • describes factors and behaviours that contribute to positive, safe and inclusive relationships. • describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them. • describes appropriate strategies and accesses information, products and services to promote health and safety. • describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment. • demonstrates movement skills and concepts to improve performance in a choice of movement situations. • displays a basic understanding of the elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows sound knowledge, skills and understanding in relation to Stage 5 content. • explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. • explains factors and behaviours that contribute to positive, safe and inclusive relationships. • explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them. • explains appropriate strategies and accesses information, products and services to promote health and safety. • explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. • demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations. • displays a sound understanding of the elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows thorough knowledge, skills and understanding in relation to Stage 5 content. • analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. • analyses factors and behaviours that contribute to positive, safe and inclusive relationships. • analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them. • analyses strategies and accesses and prioritises information, products and services to promote health and safety. • analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. • demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. • displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows extensive knowledge, skills and understanding in relation to Stage 5 content. • evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges. • evaluates factors and behaviours that contribute to positive, safe and inclusive relationships. • evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them. • evaluates strategies and accesses and appraises information, products and services to promote health and safety. • evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment. • demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. • displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels:

- A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Areas for assessment

The areas for assessment for Personal Development, Health and Physical Education provide a framework for structuring an assessment program, and may be used for reporting student achievement. They are derived from the course objectives, and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers can use the

areas for assessment when designing an assessment activity, to ensure it is assessing performance in relation to a grouping of outcomes.

In designing the assessment schedule for a course, teachers may find it useful to map each planned assessment activity to one or more of the areas for assessment. This allows teachers to ensure that assessment can occur across the year in a manageable way. The table below gives an example of how this planning could be done.

Sample Areas for Assessment	Sample Assessment Activities (with weightings)			
	Document Study* 10%	Oral Report* 20%	Common Test* 35%	Research Project* 35%
Knowledge and understanding*	✓	✓	✓	
Investigating and researching*	✓			✓
Communicating*	✓	✓	✓	✓
Interpreting data*		✓	✓	✓
Problem solving*		✓	✓	

* These sample areas for assessment and activities are provided for illustrative purposes only.

Resources and further information

The *Assessment Resource Centre* is a section of the Board of Studies' website that contains resources that have been developed by the Board to support teachers in the awarding of grades for the School Certificate from 2006. For most Stage 5 courses, there are assessment activities, and work samples that illustrate the standard of work associated with each grade.

The *Personal Development, Health and Physical Education Years 7–10 Syllabus* (2003) contains information on assessment (page 61) – including the principles of assessment for learning – and provides a detailed list of assessment strategies (page 64) that are suitable for Personal Development, Health and Physical Education. It is available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_sc/index.html

The *Assessment for Learning in a Standards-referenced Framework – Personal Development, Health and Physical Education* CD-ROM contains a variety of material, including assessment activities for Personal Development, Health and Physical Education with annotated work samples. Copies of this CD-ROM were provided to all schools, and are available from Shop Online (<http://shop.bos.nsw.edu.au>).

Inquiries about the use of these course performance descriptors should be directed to the Assessment and Reporting branch at the Office of the Board of Studies on (02) 9367 8371, or by email to CustomerLiaison@boardofstudies.nsw.edu.au