



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

Physical and Health Education

Grade 5 – 2023

(Regular)

PERFORMANCE TASKS (18 marks)

Instructions to the teacher

1. This is section A of Grade 5 PHE 2023 SBA consists of performance-based assessment tasks and the assessment of Core Competencies and Values (Task 1, 2, 3 and 4). Section A (Written task) will be uploaded and administered later as per the circular to schools on the administration of 2023 SBAs.
2. The assessment tasks are to be undertaken by **all** learners in Grade 5
3. Tasks are structured as follows:

Task 1- Performance Task-Standing Discus Throw	(6 marks)
Task 2- Demonstration of the core competency of Citizenship	(3 marks)
Task 3- Project: Making tracking signs for an outdoor excursion	(6 marks)
Task 4- Demonstration of the value of love	(3 marks)
4. Each learner is required to attempt **all** the tasks.
5. Learners with disabilities should be assessed using the adapted assessment tools. Teachers **may modify the adaptations suggested/Tasks** based on individual learner's needs but should not compromise assessment and reporting of learner competencies.
6. Teachers in the school should collaborate where necessary to ensure successful administration of the assessment.
7. The teacher to:
 - a) Familiarize with the assessment tool before administration.
 - b) Use the appropriate mode of communication when instructing the learner.
 - c) Guide and support the learner accordingly in the performance of all tasks.
 - d) Ensure that the assessment is done within the prescribed period.
 - e) Organize for advance provision of materials required for the assessment.
 - f) Use the available or improvised materials where necessary.
 - g) Always ensure the **safety** of each learner during the assessment.
 - h) Share and discuss the assessment instructions with learners so that they are aware of what is expected of them as far as performance of the assessment tasks is concerned.
 - i) Maintain evidence of each learner's performance in all the tasks for reference.

Task 1: Performance Task-Standing Discus Throw (6 marks)

Instructions to the teacher

The teacher to:

- i. Identify a safe area for performing the standing discus.
- ii. Provide appropriate discus(s)/improvised discus (s) for learners to throw.
- iii. Give each learner a maximum of three chances to perform the throw.
- iv. Focus on the attributes specified on the checklist and not the distance thrown.
- v. Ensure **safety of each learner** during the performance of the task.
- vi. Use the checklist provided to assess the learner's competency in performing the standing discus throw.
- vii. Use the scoring guide provided to rate the learner's performance.

Checklist for Assessing Learner's competency in performing the standing discus throw.

Task 1: Performance Task-Standing Discus Throw			
Skills to be assessed		Descriptors	Marks
1.	Stance	Body standing in an upright position with one leg forward.	1
2.	Grip	Holding the discus with the dominant hand. Placing the discus on the open palm with fingers spread and supporting the discus on the edge	1
3.	Swing	Moving the throwing hand backwards and then swinging forward with force at 45 degrees to release the discus	1
4.	Body	Shifting the body weight from the rear leg during the backswing to the leading leg during the release of the discus	1
5.	Release	Releasing the discus by spinning it with the finger at approximately 45 degrees to propel it forwards to the landing sector	1
6.	Recovery	Stepping forward with the rear foot for stability as the discus leaves the hand and the releasing hand fully stretching towards the direction of the release	1
Total			6

Task 2: Assessment of the core competency of citizenship (Maximum marks 3)

Instructions to the teacher:

The teacher to:

- i. Assess the acquisition of core competency of citizenship as learners interact with teachers and peers, and as they perform the discussion during the assessment sessions.
- ii. Use the checklist provided to assess learners of core competency of citizenship.
- iii. Use the scoring guide provided to rate each learner's performance in the core competency of citizenship.
- iv. Consider a demonstration of **any three** of the attributes of citizenship outlined in the checklist.

Checklist for Assessing Learner's acquisition of the Core Competency of Citizenship

Task 2: Assessment of the core competency of citizenship		
Core Competency	Attributes of the core competency of citizenship	Marks
<i>Citizenship</i> <i>(Observe manifestation of at least 3 attributes)</i>	Demonstrates trustworthiness and honesty	(3)
	Accommodates others when improvising the nets	
	Adheres to rules and regulations /respects authority	
	Familiarity to the immediate environment	
	Cooperates with others and shows group attachment	
	Resolves conflict or disagreement	
	Avoid hurting others	

Task 3: Project Work: Tracking Signs for an outdoor excursion (6 marks)

Instruction to the teacher

- i. Organize the class into groups of 5-8 learners or as may be appropriate.
- ii. Groups should be constituted appropriately considering all the necessary aspects.
- iii. Guide the learners to gather appropriate locally available materials for making tracking signs.
- iv. Instruct the learners to make/construct/model any **five** tracking signs that can be used in an outdoor excursion.
- v. Ensure that the project is undertaken at school since learners are working in groups.
- vi. Guide learners to create time to on the assessment project.
- vii. Monitor every stage of the project.
- viii. Give adequate instructions to the learners.
- ix. Ensure **safety of all learners** as they perform the task.
- x. Inform the learners that the project is to be undertaken within a period of 4 weeks.
- xi. Develop a work plan with milestones to enable project completion within the specified period.
- xii. Use the checklist provided to assess the groups competency in designing tracking signs.
- xiii. Assign the group score to individual learner.
- xiv. Use the scoring guide provided to rate the learner's performance.

Checklist for Assessing Learner's competency in modelling/making tracking signs.

Task 4: Modelling/Making tracking signs.			
	Aspects to be assessed	Description (Descriptor)	Marks
1	Choice of materials	Materials should be obtained from natural environment	1
2	Creativity	The tracking signs are explicitly designed	1
3	Layout	The general outlook of the laid-out tracking sign should be logical	1
4	Correctness /matching the sign with information being relayed	Accuracy of the information as portrayed by the tracking sign. appropriateness of the sign to their use.	1
5	Authenticity	Originality in modeling and laying out of the signs	1
6	Number of signs modelled	At least five well-made/modelled tracking signs	1
Total Marks			06

Task 4: Assessment of the core value of Love (Maximum of 3 marks)

Instructions to the teacher:

The teacher to:

- i. Assess the demonstration of love as learners perform various activities of the project and as they interact with others during the assessment sessions.
- ii. Use the checklist provided to assess the learner's acquisition of the value of love.
- iii. Use the scoring guide provided to rate each learner's acquisition of the value of love.
- iv. Consider demonstration of **any three** of the attributes of love outlined in the checklist.

Checklist for the assessment of the value of love.

Task 4: Assessment of the learner's acquisition of the value of love.		
core value:	Attributes of Love	marks
Love <i>(Observe manifestation of at least 3 attributes)</i>	Forgives others	(3)
	Avoids Inflicting Pain in others	
	sharing resources and ideas with others	
	Showing a caring attitude when working in groups	
	Guiding and supporting others	
	Showing respect to teachers and peers	