Years 9–10 assessment techniques and conditions

ACiQ | v9.0

Health and Physical Education

This document outlines assessment techniques and response conditions that could be used to achieve range and balance within an assessment program. Schools should consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques, modes and response conditions.

	Techniques			
	Performance	**Investigation**	**Project**	**Examination**
Description	focuses on the application of knowledge, processes and/or performance skills to demonstrate a physical response, presentation, or a production. Responses reflect purpose and context and may be under supervised conditions.	focuses on researching a specific problem, question, issue, or hypothesis through the selection, collection, analysis and/or interpretation of data, sources or information which may result in conclusions. It uses research, investigative practices, or processes in a particular context and occurs over an extended period of time.	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set timeframe. Assessment item/s may include question/s, scenario/s, and/or problem/s.
Learning area advice	Students demonstrate their ability to apply movement skills, movement concepts and movement strategies in authentic performance environments. Assessment items may include responses that allow students to: • refine, adapt and transfer movement skills and strategies in and/or across movement situations • transfer movement concepts across movement situations	Students research a contextualised health or movement issue or question through the collection, analysis, synthesis and/or evaluation of primary data and/or secondary data. Assessment items may include responses that allow students to: • explore factors that influence health and/or physical activity participation for self and/or others	Students document the iterative process of demonstrating and applying conceptual understandings to complete a number of tasks over a series of lessons. Students evaluate and justify using primary data collected or provided as stimulus and secondary data. Assessment items may include responses that allow students to: • analyse and/or evaluate data from personal and/or team performance in movement	Students respond to assessment items relevant to a health or movement context that may include seen or unseen stimulus. **Note:** • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should be information that has not been directly used in class.

	Techniques			
	Performance	**Investigation**	**Project**	**Examination**
	• demonstrate and refine approaches and strategies to support inclusion, fair play and collaboration in movement situations.	• describe and/or propose strategies to strengthen or maintain health, safety and/or wellbeing • evaluate strategies in health and movement contexts.	situations to refine movement skills and strategies • analyse personal and/or team performance to evaluate how movement concept/s have an impact on movement outcomes • evaluate the effectiveness of implemented movement strategies • evaluate how a personal and/or community-based strategy has an impact on health, fitness and/or wellbeing.	Assessment items may include responses that allow students to: • identify a concept • explain a process or concept • analyse data and/or information • interpret and/or evaluate data and/or information • justify a proposed strategy in a health or movement context.
Mode	practical^/performance#	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written
Examples	Examples may include: • independent or partner tasks/challenges • group tasks/challenges • small-sided games • full-sided games.	Examples may include: • action research • analytical exposition • blog • magazine/journal article • podcast • report • webpage.	Examples may include: • blog • interview • journal entry • response to stimulus • representation of data from action research or practical activities, e.g. tables, graphs • roleplay • video analysis • webpage.	Examples may include: • short response items • single word, true/false, multiple choice or sentence answers • paragraph responses that can be standalone or linked to stimulus • extended response items.

Techniques			
Performance	**Investigation**	**Project**	**Examination**

Conditions	Performance	Investigation	Project	Examination

	Suggested length:*
	• practical and/or performance responses can be:
	  – observed by the teacher during class time over a series of lessons
	  – video footage compiled by the student 1–2 minutes
	  – under supervised conditions.
		Suggested length:*
		• written responses 600–800 words
		• spoken/signed responses 3–4 minutes.
			Suggested length:*
			• written responses 600–800 words, comprising short response items 50–100 words per item
			• spoken/signed responses 3–4 minutes, comprising short response items 30–60 seconds per item.
				Suggested time:
				• up to 90 minutes, plus 10 minutes planning, under supervised conditions.
				Suggested length:*
				• up to 600 words, comprising
				  – short responses 50–100 words per item
				  – extended responses 200–300 words per item.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.

Performances are observed over a period of time during lessons. Judgments relating to the quality of performance are made iteratively.