

Physical Education 2019 v1.1

Unit 1 Topic 1 sample assessment instrument

March 2018

Project — folio

Topic 1: Motor learning integrated with lawn bowls

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and explain motor learning concepts and principles and body and movement concepts about specialised movement sequences and movement strategies
2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments
4. analyse and synthesise data to devise a motor learning strategy for optimising performance of specialised movement sequences and one movement strategy
5. evaluate a motor learning strategy and movement strategies relevant to the selected physical activity
6. justify a motor learning strategy and movement strategies relevant to the selected physical activity
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience.

Subject	Physical Education		
Technique	Project — folio		
Unit	Unit 1: Motor learning, functional anatomy, biomechanics and physical activity		
Topic	Topic 1: Motor learning integrated with lawn bowls		
Conditions			
Duration	5 hours		
Mode	Multimodal (visual, written or spoken)	Length	<ul style="list-style-type: none"> • Folio: 9–11 minutes • Lawn bowls performance: continuous
Individual/group	Individual	Other	<ul style="list-style-type: none"> • Schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship. • Examples of multimodal presentations include <ul style="list-style-type: none"> – a pre-recorded presentation submitted electronically – a presentation conducted in front of an audience (class or teacher) – a digital portfolio of video, images and diagrams with annotations or commentary – a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.
Resources available	Lawn bowls subject matter (see syllabus section 6 Physical activities)		
Context			
<p>In this unit, you have engaged in integrated learning experiences about motor learning concepts and principles, and the application of body and movement concepts, specialised movement sequences and movement strategies in lawn bowls. To optimise your personal performance in lawn bowls, you have explored various rate limiters, types of practice and feedback that influence personal motor learning of specialised movement sequences used in a range of lawn bowls movement strategies.</p>			
Task			
<p>Devise one personal motor learning strategy to optimise your performance of specialised movement sequences and one movement strategy in lawn bowls. Evaluate and justify:</p> <ul style="list-style-type: none"> • the effectiveness of the devised motor learning strategy • your personal performance in lawn bowls. 			
To complete this task, you must:			
<ul style="list-style-type: none"> • recognise and explain <ul style="list-style-type: none"> – motor learning concepts and principles including rate limiters, types of practice and feedback – body and movement concepts about the specialised movement sequences and movement strategies • analyse primary data and secondary data to determine how specialised movement sequences and movement strategies in lawn bowls are influenced by <ul style="list-style-type: none"> ▪ rate limiters that can affect learning processes and restrict performance ▪ types of repetitive practice of skills ▪ feedback about the performance of a skill, including intrinsic and extrinsic feedback 			

- synthesise primary data and secondary data about the influence of motor learning concepts to devise a personal motor learning strategy to optimise performance of specialised movement sequences and one movement strategy in lawn bowls
- evaluate the effectiveness of
 - the personal motor learning strategy by appraising the outcome, implications and limitations of individual learning requirements, rate limiters and types of practice and feedback
 - personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts: quality of movement and one other, to appraise the outcomes, implications and limitations
- justify the development, modification and maintenance of the personal motor learning strategy to optimise performance, using primary data and secondary data
- make decisions about and use language, conventions and mode-appropriate features to communicate information about the strategies to a technical audience
- perform in the physical activity context of lawn bowls to
 - demonstrate in authentic performance environments
 - specialised movement sequences
 - two movement strategies
 - apply two body and movement concepts: quality of movement and one other, to
 - specialised movement sequences in authentic performance environments
 - two movement strategies in authentic performance environments

Stimulus

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Checkpoints

- Draft due Term 1 Week 9
- Due date Term 2 Week 2

Feedback

Authentication strategies

- The teacher will provide class time for task completion.
- Students will each produce a unique response by using unique data about personal performance.
- Students will provide documentation of their progress by submitting a draft at the first checkpoint.
- The teacher will collect and annotate drafts.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.
- The teacher will ensure class cross-marking occurs.

Scaffolding

The response is a multimodal presentation and will include:

- genre conventions for an analytical response including sustained analysis, synthesis and evaluation
- language features appropriate to visual and written or spoken modes
- referencing conventions that reflect ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing.