

# Physical Education 2019 v1.1

## Unit 2 Topic 1 sample assessment instrument

March 2018

### Project — folio

#### Topic 1: Sport psychology integrated with track and field

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 sport psychology 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 sport psychology strategy for optimising performance of one movement strategy
5. evaluate a sport psychology strategy and movement strategies relevant to the selected physical activity
6. justify a sport psychology 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.

<b>Subject</b>	Physical Education		
<b>Technique</b>	Project — folio		
<b>Unit</b>	Unit 2: Sport psychology, equity and physical activity		
<b>Topic</b>	Topic 1: Sport psychology integrated with track and field		
<b>Conditions</b>			
<b>Duration</b>	5 hours		
<b>Mode</b>	Multimodal (visual, written or spoken)	<b>Length</b>	<ul style="list-style-type: none"> <li>• Folio: 9–11 minutes</li> <li>• Track and field performance: continuous</li> </ul>
<b>Individual/group</b>	Individual	<b>Other</b>	<ul style="list-style-type: none"> <li>• Schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship.</li> <li>• Examples of multimodal presentations include <ul style="list-style-type: none"> <li>– a pre-recorded presentation submitted electronically</li> <li>– a presentation conducted in front of an audience (class or teacher)</li> <li>– a digital portfolio of video, images and diagrams with annotations or commentary</li> <li>– a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.</li> </ul> </li> </ul>
<b>Resources available</b>	Track and field subject matter (see syllabus section 6 Physical activities)		
<b>Context</b>			
<p>In this unit, you have engaged in integrated learning experiences to identify and explore the impact of sport psychology concepts and principles, specialised movement sequences and movement strategies on personal performance in track and field. To optimise your personal performance in track and field, you have investigated and gathered primary data about the use and influence of a range of psychological techniques.</p>			
<b>Task</b>			
<p>Devise one personal sport psychology strategy to optimise personal performance of one movement strategy in a jumping or throwing event. Evaluate and justify:</p> <ul style="list-style-type: none"> <li>• the effectiveness of the devised sport psychology strategy</li> <li>• your personal performance in your selected jumping or throwing event.</li> </ul>			
<b>To complete this task, you must:</b>			
<ul style="list-style-type: none"> <li>• recognise and explain <ul style="list-style-type: none"> <li>– concepts and principles relating to one sport psychology concept from confidence, arousal, motivation or concentration</li> <li>– body and movement concepts about the specialised movement sequences and movement strategies</li> </ul> </li> <li>• analyse primary data and secondary data to determine how specialised movement sequences and movement strategies in a selected jumping or throwing event are influenced by <ul style="list-style-type: none"> <li>– concepts and principles relating to one sport psychology concept from confidence, arousal,</li> </ul> </li> </ul>			

- motivation or concentration
  - psychological techniques used to optimise personal performance
- synthesise primary data and secondary data about the influence of the selected sport psychology concept and principles to devise a personal sport psychology strategy to optimise performance of specialised movement sequences and one movement strategy in a jumping or throwing event
- evaluate the effectiveness of
  - the personal sport psychology strategy by appraising the outcome, implications and limitations of the psychological techniques on personal confidence, arousal, attention or concentration
  - 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 sport psychology strategy and two movement strategies 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 track and field to
  - demonstrate in authentic performance environments
    - specialised movement sequences for a selected jumping or throwing event
    - two movement strategies
  - apply two body and movement concepts: quality of movement and one other, to
    - specialised movement sequences for a selected jumping or throwing event in authentic performance environments
    - two movement strategies in authentic performance environments

#### Stimulus

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#### Checkpoints

Draft due Term 3 Week 9

Due date Term 4 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.