

Physical Education 2019 v1.3

IA1: Sample assessment instrument

Project — folio (25%)

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

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Explaining	3	
Demonstrating and applying	8	
Analysing	4	
Evaluating and justifying	7	
Communicating	3	
Overall	25	

Conditions

Technique	Project — folio
Unit	Unit 3: Tactical awareness, ethics and integrity and physical activity
Topic/s	Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity
Duration	5 hours
Mode/length	Folio: <ul style="list-style-type: none">• Multimodal (visual and written or spoken): 9–11 minutes Supporting evidence: <ul style="list-style-type: none">• Video: 2–3 minutes
Individual/group	Individual
Resources	Volleyball subject matter (see syllabus Section 6.1: Physical activities — volleyball)

Context

In this unit, you have engaged in integrated learning experiences about tactical awareness and the application of body and movement concepts, specialised movement sequences and movement strategies in authentic volleyball environments. To optimise your personal performance in volleyball, you have explored various task, learner and environmental constraints that limit or enable movement in the hitter or setter positions.

Task

Devise one personal tactical strategy to optimise performance for one movement strategy in your selected position of either a hitter or setter.

Evaluate and justify:

- the effectiveness of the devised tactical strategy
- your personal performance in the selected volleyball position

To complete this task, you must:

- recognise and explain the
 - task, learner and environmental constraints and principles of decision-making about one movement strategy
 - body and movement concepts about the specialised movement sequences and movement strategies
- analyse primary data and secondary data to ascertain the most significant relationships between the
 - demands of the specialised movement sequences for one movement strategy
 - task, learner and environmental constraints that limit or enable personal performance of the specialised movement sequences for one movement strategy
 - application of the principles of decision-making based on the presented opportunities for action in the specialised movement sequences for one movement strategy
- synthesise the most significant relationships to devise a personal tactical strategy to optimise performance for one movement strategy
- evaluate of the effectiveness of
 - the personal tactical strategy by appraising the outcome, implications and limitations of the
 - task, learner and environmental constraints
 - applied principles of decision-making
 - 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
- justification of the development, modification and maintenance of
 - the personal tactical strategy for one movement strategy to optimise performance, using evidence from primary data and secondary data

- personal performance of the specialised movement sequences and two movement strategies to optimise performance using evidence from primary data and/or secondary data
- make decisions about and use language, conventions and mode-appropriate features to communicate information about the strategies to a technical audience
- produce visual evidence that illustrates
 - demonstration of specialised movement sequences and two movement strategies from two different principles of play
 - application of quality of movement and one other body and movement concept to the performance of specialised movement sequences and two movement strategies from two different principles of play.

Checkpoints

- Term 1 Week 6: Draft due
- Term 1 Week 8: Due date

Authentication strategies

- The teacher will provide class time for task completion.
- Students will each produce a unique response by using data about personal performance.
- Students will provide documentation of their progress with one draft at the checkpoint and the teacher will provide feedback and directions for improvement before final submission.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.

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 a reference style of in-text citations and a reference list.

Instrument-specific marking guide (IA1): Project — folio (25%)

Criterion: Explaining

Assessment objectives

1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• accurate recognition and discerning explanation of<ul style="list-style-type: none">– task, learner and environmental constraints and principles of decision-making about one movement strategy– two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies	2–3
<ul style="list-style-type: none">• recognition and appropriate explanation of aspects of<ul style="list-style-type: none">– task, learner or environmental constraints and principles of decision-making about one movement strategy– quality of movement or one other body and movement concept, about specialised movement sequences and movement strategies	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Demonstrating and applying

Assessment objectives

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

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• accomplished and proficient demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments• accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments	7–8
<ul style="list-style-type: none">• effective demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments• effective application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments	5–6

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • competent demonstration of isolated specialised movement sequences and a movement strategy in authentic performance environments • competent application of the body and movement concepts, including quality of movement and one other, to some specialised movement sequences and a movement strategy in authentic performance environments 	3–4
<ul style="list-style-type: none"> • variable or inaccurate demonstration of isolated movement sequences and a movement strategy in authentic performance environments • variable or inaccurate application of a body and movement concept to movement sequences and a movement strategy in authentic performance environments 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Analysing

Assessment objectives

4. analyse and synthesise data to devise a tactical strategy for optimising performance of one movement strategy

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • insightful analysis and discerning synthesis of primary data and secondary data, relevant to a personal tactical strategy, to ascertain the most significant relationships between the <ul style="list-style-type: none"> – demands of the specialised movement sequences and one movement strategy – task, learner and environmental constraints that limit or enable personal or team performance – application of the principles of decision-making based on the presented opportunities for action 	3–4
<ul style="list-style-type: none"> • appropriate analysis and synthesis of primary data or secondary data, relevant to a personal tactical strategy, to ascertain the relationships between the <ul style="list-style-type: none"> – demands of the specialised movement sequences and one movement strategy – task, learner or environmental constraints that limit or enable personal or team performance – application of some principles of decision-making based on the presented opportunities for action 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Evaluating and justifying

Assessment objectives

5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity
6. justify a tactical strategy and movement strategies relevant to the selected physical activity

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • critical evaluation of the effectiveness of <ul style="list-style-type: none"> – personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations – the tactical strategy by appraising the outcome, implications and limitations of the <ul style="list-style-type: none"> ▪ task, learner and environmental constraints ▪ applied principles of decision-making • discerning justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data 	6–7
<ul style="list-style-type: none"> • considered evaluation of the effectiveness of <ul style="list-style-type: none"> – personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications or limitations – the tactical strategy by appraising the outcome, implications and limitations of the <ul style="list-style-type: none"> ▪ task, learner and environmental constraints ▪ applied principles of decision-making • considered justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data 	4–5
<ul style="list-style-type: none"> • feasible evaluation of the effectiveness of <ul style="list-style-type: none"> – personal performance of the specialised movement sequences and two movement strategies by applying a body and movement concept to appraise the outcome, implications or limitations – the tactical strategy by appraising the outcome, implications or limitations of <ul style="list-style-type: none"> ▪ the task, learner or environmental constraints ▪ decision-making • feasible justification of the development, modification or maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data or secondary data 	2–3
<ul style="list-style-type: none"> • superficial evaluation of the effectiveness of aspects of the tactical strategy or a movement strategy by describing the outcome or an implication or limitation • superficial justification of aspects of the development of the tactical strategy or a movement strategy 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Communicating

Assessment objectives

7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning decision-making about and accurate use of<ul style="list-style-type: none">visual, and written and/or spoken modes to achieve a particular purposelanguage suitable for a technical audiencereferencing and folio genre conventions.	3
<ul style="list-style-type: none">appropriate decision-making about and use of<ul style="list-style-type: none">visual, and written and/or spoken modes to achieve a particular purposelanguage suitable for a technical audiencereferencing and folio genre conventions.	2
<ul style="list-style-type: none">variable and/or inappropriate use of<ul style="list-style-type: none">visual, and written and/or spoken modeslanguagereferencing or folio genre conventions.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0



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