



Unpacking the Physical Education subject report 2021

Internal assessment



Image: Ee Lah Roo — Long time ago by Kargun Fogarty

Presenters

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Learning goals

Learn how to use the QCAA Physical Education subject report to inform teaching and assessment practice.

Success criteria

You will know you are successful if you can reflect purposefully on the information provided in the subject report to determine how you can improve your school's internal assessment in Physical Education.

Locating the subject report

The screenshot shows the QCAA website interface. At the top left is the Queensland Government logo and the QCAA Queensland Curriculum & Assessment Authority logo. A search bar is located at the top right. A navigation menu below the header includes links for Home, About us, News & data, PD & events, Kindergarten, Prep-Year 10, and Senior secondary (which is highlighted in red). A Logins button is also present. A breadcrumb trail below the navigation menu reads: Home > Senior secondary > Senior subjects > Health and Physical Education > Physical Education (2019) > Teaching & learning. On the left side, there is a sidebar for 'Health and Physical Education' with a list of learning areas: Learning area news, Early Childhood Studies (2019), Health (2019), Physical Education (2019) (highlighted in blue), and Sport & Recreation (2019). The main content area is titled 'Physical Education General Senior Syllabus 2019: Teaching and learning' with 'Version 1.2' below it. There are five tabs: Overview, Syllabus, Teaching (selected), Assessment, and Review. Under the 'Teaching' tab, the section 'Teaching and learning resources' is displayed, containing a 'Subject reports' table. The table has two columns: 'Year' and 'Resource'. The 2021 row is highlighted in yellow and includes a 'NEW' badge. The 2020 row is highlighted in light blue.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Search website

Home | About us | News & data | PD & events | Kindergarten | Prep-Year 10 | **Senior secondary** | Logins

Home > Senior secondary > Senior subjects > Health and Physical Education > Physical Education (2019) > Teaching & learning

Health and Physical Education

- Learning area news
- Early Childhood Studies (2019)
- Health (2019)
- Physical Education (2019)**
- Sport & Recreation (2019)

Physical Education General Senior Syllabus 2019: Teaching and learning

Version 1.2

Overview | Syllabus | **Teaching** | Assessment | Review

Teaching and learning resources

Subject reports

| Year | Resource |
|------|---|
| 2020 | Subject report 2020 (PDF, 2.8 MB) |
| 2021 | NEW Subject report 2021 (PDF, 2.9 MB) |
| 2020 | Subject reports factsheet 2020 (PDF, 170.2 KB) |
| 2021 | NEW Subject reports factsheet 2021 (PDF, 166.6 KB) |



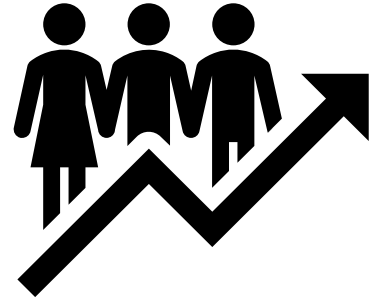
Purpose of the subject report

2021 summative assessment cycle key outcomes:

- Quality assurance: Endorsement and Confirmation
- External assessment results



- Effective practices and practices to strengthen
 - Internal assessment
 - Assessment design (validity, accessibility)
 - Assessment decisions (reliability)
 - External assessment
 - Teaching and learning





Structure of the webinar



CELEBRATE



UNPACK



REFLECT



STRENGTHEN



QUESTIONS



Subject data summary

Subject progress

2020

| Standard | A | B | C | D | E |
|----------------|--------|-------|-------|-------|------|
| Marks achieved | 100–80 | 79–64 | 63–42 | 41–16 | 15–0 |

| Standard | A | B | C | D | E |
|--------------------|------|------|------|-----|----|
| Number of students | 1142 | 2185 | 2683 | 443 | 10 |

2021

| Standard | A | B | C | D | E |
|----------------|--------|-------|-------|-------|------|
| Marks achieved | 100–82 | 81–66 | 65–45 | 44–19 | 18–0 |

| Standard | A | B | C | D | E |
|--------------------|------|------|------|-----|----|
| Number of students | 1144 | 2221 | 2254 | 389 | 17 |





Internal assessment

Percentage of instruments endorsed in Application 1

| Number of instruments submitted | IA1 | IA2 | IA3 |
|--------------------------------------|-----|-----|-----|
| Total number of instruments | 372 | 372 | 370 |
| Percentage endorsed in Application 1 | 22% | 61% | 55% |

Number of samples reviewed and percentage agreement

| IA | Number of schools | Number of samples requested | Number of additional samples requested | Percentage agreement with provisional marks |
|----|-------------------|-----------------------------|--|---|
| 1 | 364 | 2138 | 426 | 73.08% |
| 2 | 364 | 2005 | 300 | 84.07% |
| 3 | 362 | 2019 | 266 | 79.83% |





Project — folio (IA1 and IA3)



Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- accurately replicated the syllabus specifications in the task, providing clear instructions that informed students about the processes and elements required to complete the response, without leading students to a pre-determined response or repeating cognitions
- featured authentication strategies reflecting QCAA guidelines for assuring student authorship
- provided appropriate information, in line with syllabus conditions, about the scale of knowledge and skills students are required to demonstrate when completing the task.





Project — folio (IA1 and IA3)

Practices to strengthen



- Match the syllabus specifications. Concise and consistent specifications are essential to make clear the requirements for all elements of the assessment task.
- Clearly specify the requirements of the supporting evidence, which should address Objectives 2 and 3 only.
- Align with the prescribed physical activity contexts within the categories and subject matter found within the syllabus.





Investigation report — IA2

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- accurately embedded the syllabus specifications into the task. The task required supporting authentication through the provision of an appropriate class, school or community contextualisation, focusing on the ethical dilemma, and providing meaningful connection to the framework of the assessment instrument
- featured authentication strategies, reflecting QCAA guidelines for assuring student authorship
- provided an accurate scale of information representative of syllabus conditions, knowledge, and skills students are required to demonstrate when completing the task.



Practices to strengthen

It is recommended that assessment instruments:

- replicate the prescribed syllabus specifications to direct students to investigate one ethical dilemma in a class, school, or community physical activity context to devise an ethics strategy
- contain a point of difference from the previous year. This may include a change in the class, school or community context, or a change to the prescribed datasets or time periods around the analytics required in devising the ethics strategy.





Project — folio (IA1): Assessment decisions

Agreement trends between provisional and confirmed marks

| Criterion number | Criterion name | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|------------------|----------------------------|---------------------------------------|----------------------------------|-------------------------------------|---|
| 1 | Explaining | 90.66% | 8.52% | 0.82% | 0% |
| 2 | Demonstrating and applying | 85.44% | 12.64% | 0.82% | 1.1% |
| 3 | Analysing | 85.71% | 13.74% | 0% | 0.55% |
| 4 | Evaluating and justifying | 78.02% | 20.88% | 0.55% | 0.55% |
| 5 | Communicating | 92.03% | 6.32% | 1.37% | 0.27% |

Questions for reflection

Which of the last three columns did your school align with?

How does this information assist in developing student capacity in the future?



Project — folio (IA1)

Evaluating
(6–7 marks)

Excerpt 2

EVALUATION OF INEFFECTIVE MOVEMENT STRATEGY

Principle of Play: Setting Up Attack by controlling rally, drawing opponents into specific areas and executing finishing plays

- Clear that I am ineffective in executing shuttle placement during the final phases of setting up attack
- Implications around the efficiency and consistency of completing effective specialised movement sequences
- Attention to force weak return and possibly fatigue opponents
- Lowerer court level accessibility or height of contact
- Recommended to practice court awareness as well as individual skills to complete plays
- GFAI shows the ineffectiveness of movement strategy, where also the success rate of personal shuttle placement is 39%
- Comparison to Lee Chong Wei, whose success rate is 61%
- Demands of Strategy include: (Active tactical awareness, range of different movement sequences and reallocation of body movement concepts such as quality awareness and quality of movement)
- Identify, placing the shuttle with accuracy and utilising the correct specialised movement sequences, shot trajectory and force could enhance my ability to complete plays, with the support of effective quality of movement

| Offensive Execution and Control of Rallies (Setting Up Attacks) | |
|---|--------------------|
| Effective 61% | Ineffective 39% |

Personal Conversion Rate of Executing Offensive Attempts/Setups




Figure 4, pie chart showing the rate which shots are successfully converted in comparison to the amount attempted




Figure 5, heat map/shot map shows the shots attempted or winners attempted within a 10-minute period. Where Red is Unforced Error, Orange is received by opponent and Blue is point winner. It is clear that although I have a number of point winners, the ratio of received shots will need to change to enhance future performance

Excerpt 2 audio file (audio, 1 min 9 sec)

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_pe_19_ia1_snip_3.mp3

Subject report pages 13– 14



Project — folio (IA1)



Practices to strengthen

- Evaluation of personal performance occurs in the 9–11 minute multimodal presentation.
- Students have a greater understanding of the relevance of, and process in, delivering the evaluation of personal performance in informing the tactical strategy design, implementation and justification of the performance.
- Analysis is comprised of both primary and secondary data.
- The multimodal contains the mandatory visual features in conjunction with either written and/or spoken modes.
- Subject matter relating to ‘principles of decision-making’ is specifically referenced in student submissions. This subject matter relates to ‘Read, Respond, React, Recover’ and was often addressed in a superficial or general manner or missing from student responses altogether.





Project — folio (IA3): Assessment decisions

Agreement trends between provisional and confirmed marks

| Criterion number | Criterion name | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|------------------|----------------------------|---------------------------------------|----------------------------------|-------------------------------------|---|
| 1 | Explaining | 90.88% | 8.84% | 0.28% | 0% |
| 2 | Demonstrating and applying | 90.06% | 6.63% | 1.93% | 1.38% |
| 3 | Analysing | 90.33% | 8.84% | 0.55% | 0.28% |
| 4 | Evaluating and justifying | 85.91% | 12.98% | 1.1% | 0% |
| 5 | Communicating | 94.75% | 4.42% | 0.83% | 0% |

Questions for reflection

Which of the last three columns did your school align with?


How does this information assist in developing student capacity in the future?



Project — folio (IA3)

Evaluating
(7–8 marks)


Excerpt 2



3:00 / 9:31

| Day/Training Method | Day/Training Method | Day/Training Method |
|--|---|--|
| Short interval training 2-3 drills | High intensity interval training 2-3 drills | Circuit training I will set multiple activities that takes up a 30-40 minute training session |
| Session Objectives To increase speed and agility To improve lower threshold To target ATP energy system Specific skill focus affecting the touch, forward sprints | Session Objectives To increase speed and power To improve lower threshold To target ATP energy system Specific skill focus affecting the touch, forward sprints, dribble, defensive movement | Session Objectives To increase power and endurance To improve lower threshold To target the touch and system Specific skill focus forward movement, set-piece and pass |
| Equipment needed agility poles, cones, football | Equipment needed agility poles, cones, football | Equipment needed agility poles, cones, football |
| Warm-up (10 minutes) Dynamic stretching 1 minute of each High knees Butt kicks Lag swings Grasp one | Warm-up (10 minutes) Dynamic flexibility warm-up 1 minute of each High knees Butt kicks Lag swings Grasp one | Warm-up (10 minutes) Dynamic flexibility warm-up 1 minute of each High knees Butt kicks Lag swings Grasp one |
| Increasing intensity sprints from 60% to 90% of maximum speed | Increasing intensity sprints from 60% to 90% of maximum speed | Increasing intensity sprints from 60% to 90% of maximum speed |
| Conditioning Phase -In Sprints vary - 30m, cones 10m apart, 1 minute rest -80-95% intensity | Conditioning Phase -In Sprints vary, varying 10m completing 10 successful passes each way - 80% intensity - 30 seconds rest | Conditioning Phase Completes 1 of the following activity for 3 rounds Team passing to score sprints out to right poles and bring forward, the pass the ball down to the end player 80-95% intensity 30 seconds rest |
| Sparking at agility poles (10m apart and affecting the touch, dumping and spinning for 30m, then on the way back) | Sparking at agility poles (10m apart and carrying backwards for three forwards (10m for 30m) | Sparking at agility poles (10m apart and carrying backwards for three forwards (10m for 30m) |
| 50m in sprints, walk back to start, 1:1 work to rest ratio, 90-100% intensity | 50m in sprints, walk back to start, 1:1 work to rest ratio, 90-100% intensity | 50m in sprints, walk back to start, 1:1 work to rest ratio, 90-100% intensity |
| Final warm-up Lag swings Grasp one Log stretch | Final warm-up Lag swings Grasp one Log stretch | Final warm-up Lag swings Grasp one Log stretch |

TRAINING SESSION 1



3:18 / 9:31

Session 1- Monday

Training Method:
Short interval training
2-3 drills
30-40 minutes

Session Objectives:
To increase speed and agility to improve lactate threshold. To target ATP energy system
Specific skill focus affecting the touch, forward sprints
Equipment needed agility poles, cones, football

Warm-up (10 minutes)
Dynamic stretching
1 minute of each
High knees
Butt kicks
Lag swings
Grasp one

Increasing intensity sprints from 60% to 90% of maximum speed

Conditioning Phase:
-In Sprints vary - 30m, cones 10m apart, 1 minute rest, 80-95% intensity

-In Sparring at agility poles (10m apart and affecting the touch, dumping and spinning for 30m, then on the way back, 80-95% intensity
1 min rest



-In 50m in sprints, walk back to start, 1:1 work to rest ratio, 90-100% intensity

Final warm-up
Lag swings
Grasp one
Log stretch

Excerpt 2 (video, 3 min 6 sec)

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_pe_19_ia3_sr_snip_2.mp4

Subject report page 26–27


Queensland Government |
 
QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools



Project — folio (IA3)

Practices to strengthen



- Student work contains subject matter relevant to the outcome, implications and limitations of the selected training methods, energy systems and fitness components when students are evaluating the effectiveness of their training strategy.
- The multimodal contains the mandatory visual features in conjunction with either written and/or spoken modes.
- Evaluation of personal performance occurs in the 9–11 minute multimodal.





Project — folio (IA1 and IA3)

Additional advice

- Ensure that applied redaction strategies are reflective of the *QCIA and QCE policy and procedures handbook*.
- Ensure that the supporting evidence is a separate MP4 file that clearly and appropriately identifies the student. The supporting evidence should be free from distracting or inappropriate commentary or music. Evidence should be collected from as authentic an environment as possible within your contexts and not merely isolated movement strategies.





Investigation report (IA2): Assessment decisions

Agreement trends between provisional and confirmed marks

| Criterion number | Criterion name | Percentage agreement with provisional | Percentage less than provisional | Percentage greater than provisional | Percentage both less and greater than provisional |
|------------------|---------------------------|---------------------------------------|----------------------------------|-------------------------------------|---|
| 1 | Explaining | 93.41% | 5.77% | 0.55% | 0.27% |
| 2 | Analysing | 90.11% | 9.07% | 0.82% | 0% |
| 3 | Evaluating and justifying | 87.91% | 11.26% | 0.55% | 0.27% |
| 4 | Communicating | 96.98% | 1.37% | 1.65% | 0% |

Questions for reflection

Which of the last three columns did your school align with?

How does this information assist in developing student capacity in the future?





Investigation report (IA2): Assessment decisions

Further, national stakeholders including the FFA and International Federation of Football Association(FIFA), have a significantly smaller influence over the ethics and values upheld in the [redacted] football trialling process due to their limited influence over grassroots level programs like that adopted at [redacted]. However, with their professionalism, these institutions provide clear ethical basis of trials and selections regarding both the participation and conduct of players, coaches and selectors necessary for high levels of playing which should ultimately be integrated to improve the endorsement of values through fair and just conduct(FFA, 2007).

The expected outcome of implementing this strategy is likely to improve the integrity and fair play of the football selection processes through ensuring the enforcement of ethical rules and fair team formation. The strategy does so by ensuring selectors pay even amounts of time with each trialling group, guaranteeing players are fairly judged on recent experience and thus supporting the equality associated with integrity and fair competition involved in fair play, ultimately ensuring greater positive engagement of students playing at appropriate levels. Further, implications of applying this strategy is likely to see an improvement in team cohesion and an improvement in [redacted] team results through decreasing the bias in games wherein students are not playing at appropriate levels. Additionally, the improvement in integrity and fair play in the sport, will, through increasing the overall positive engagement of players, encourage more students to continue and start playing the sport. Unfortunately, while these improvements are able to increase the integrity, and ultimately the fair play involved with the sport, the strategy proposed also aims to extend the number of trial sessions where time may not be available, and increase the cost of hiring selectors for more trials.

Subject report pages 21– 22





Investigation report (IA2): Assessment decisions



Practices to strengthen

- When analysing the selected primary and secondary data, the response shows the relationship between the ethical dilemma, the influence of local and national stakeholders, integrity and fair play, and previously used strategies.
- Teachers explicitly reinforce the importance of evaluating the effectiveness of the ethics strategy in optimising integrity and positive engagement within the chosen context. This is specifically achieved through appraising the potential outcome, implications and limitations of the strategy.
- Teachers ensure scaffolding does not lead students to deliver consistent or pre-determined responses.
- The justification pertaining to the course of action is supported by primary and secondary data.





Investigation report (IA2): Assessment decisions

Additional advice

- Ensure that the ISMG has been appropriately highlighted and does not impact a confirmer's ability to read and match evidence.
- The school's assessment policy regarding redaction is reflective of the *QCIA and QCE policy and procedures handbook*. When work exceeds assessment conditions, requiring redaction, the applied redaction processes should be clearly indicated on the ISMG.



Reflection



Please send through any questions where you would like school-specific advice to the email address on the screen.

Email questions to: physicaleducation@qcaa.qld.edu.au





Learning goals

Learn how to use the QCAA Physical Education subject report to inform teaching and assessment practice.

Success criteria

You will know you are successful if you can reflect purposefully on the information provided in the subject report to determine how you can improve your school's internal assessment in Physical Education.

Contact details

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