Unpacking the Physical Education subject report 2021

Internal assessment

220594

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

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

Presenters

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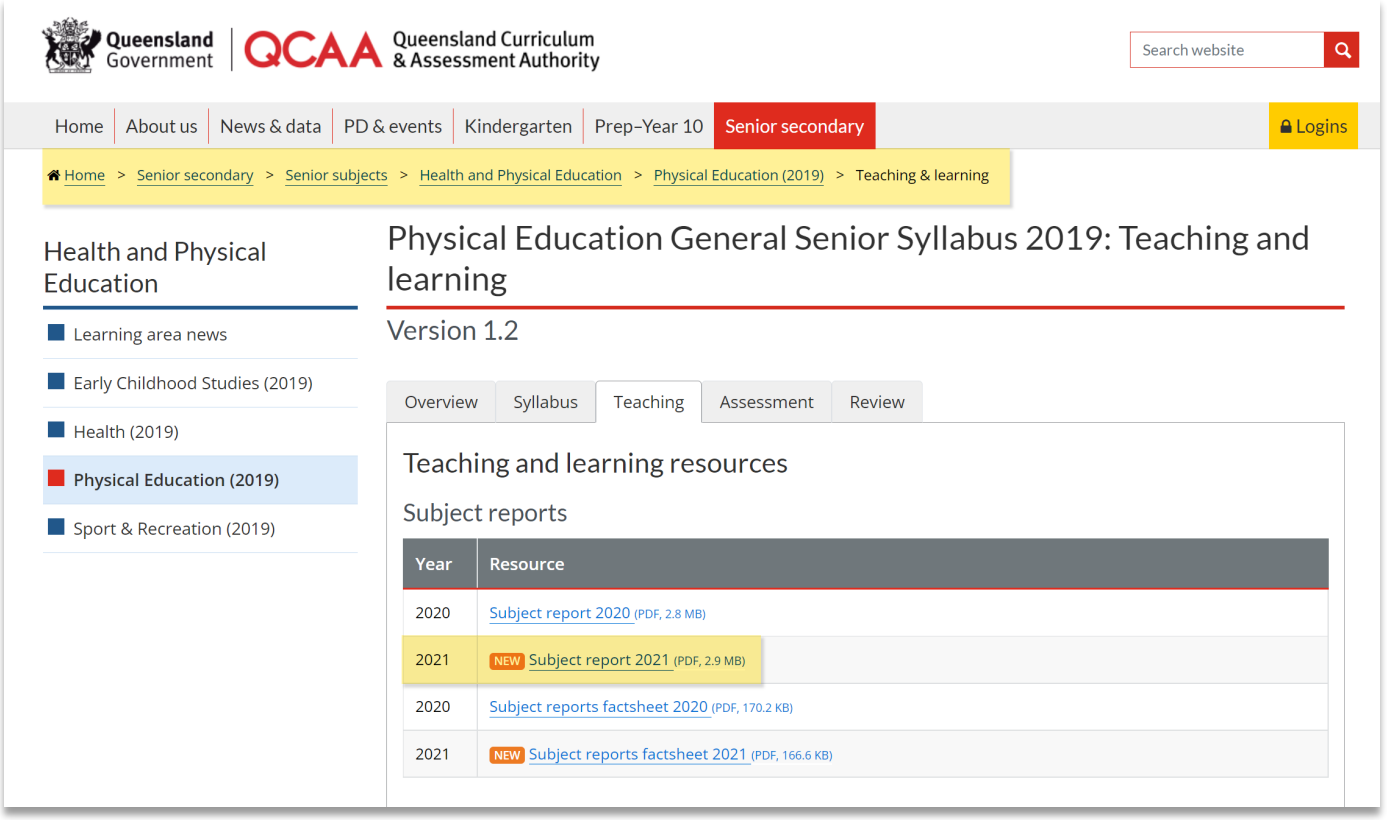
Learning goals

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



Purpose of the subject report

2021 summative assessment cycle key outcomes:

- Quality assurance: Endorsement and Confirmation
- External assessment results

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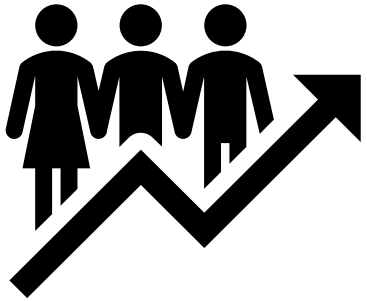
- Effective practices and practices to strengthen
  - Internal assessment
    - Assessment design (validity, accessibility)
    - Assessment decisions (reliability)
  - External assessment
    - Teaching and learning



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)

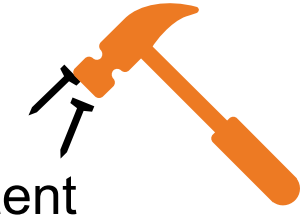
Effective practices

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%

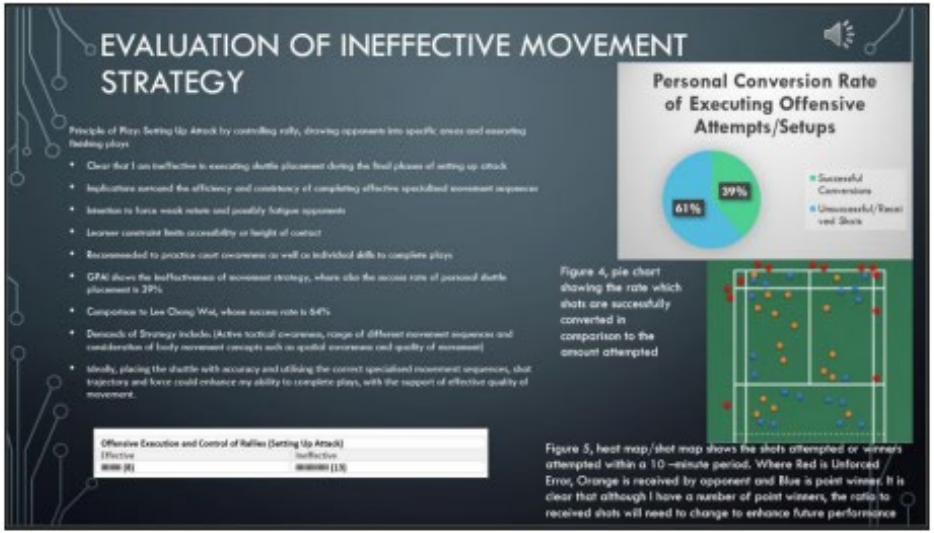
Questions for reflection

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



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

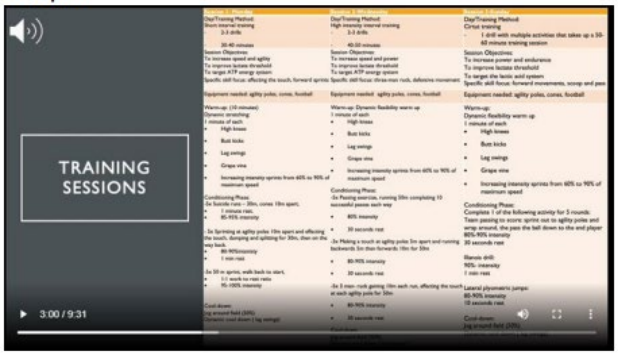
Which of the last three columns did your school align with?

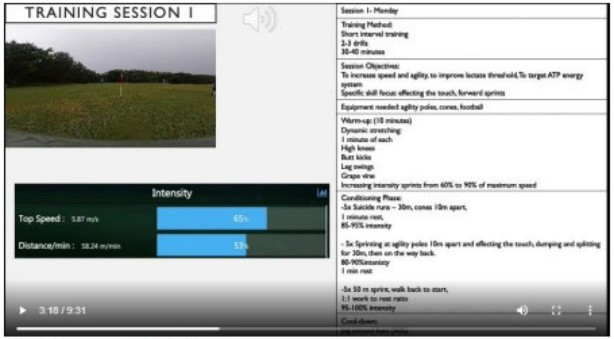
How does this information assist in developing student capacity in the future?

Project — folio (IA3)

Evaluating (7–8 marks)

Excerpt 2





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

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

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Contact details

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