



# Physical Education 2025 v1.2

## IA1: Sample assessment instrument

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

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Analysing	5	
Evaluating	5	
Justifying	6	
Communicating	3	
Demonstrating and Applying	6	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Project — folio
<b>Unit</b>	Unit 3: Tactical awareness and ethics in physical activity
<b>Topic/s</b>	Topic 1: Tactical awareness in physical activity (one selected 'Invasion', 'Net and court' or 'Performance' physical activity)
<b>Duration</b>	Approximately 5 hours of class time
<b>Mode / length</b>	<p>Folio:</p> <ul style="list-style-type: none"><li>• Multimodal presentation (visual, written, spoken) — up to 11 minutes</li></ul> <p>Visual evidence:</p> <ul style="list-style-type: none"><li>• Video — up to 3 minutes</li></ul>
<b>Individual / group</b>	Individual
<b>Resources</b>	Volleyball subject matter (see Physical activities list in QCAA Portal — Physical Education)

# 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 constraints-led approach to provide opportunity for the emergence of a 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.

**To complete this task, you must:**

- 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 constraints-led learning activity/practice to provide opportunity for the emergence of a personal tactical strategy, to optimise performance for one movement strategy
- justify the development of the constraints-led activity/practice for one movement strategy to optimise performance, using evidence from primary data and secondary data
- evaluate the effectiveness of the constraints-led learning activity/practice in providing opportunity for the emergence of the personal tactical strategy by appraising the outcome and limitations of the
  - task, learner and environmental constraints
  - applied principles of decision-making
- justify the modification and maintenance of the personal tactical strategy for one movement strategy to optimise performance, using evidence from 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
- produce visual evidence that illustrates
  - demonstration of specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments
  - 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 in authentic performance environments.

## Checkpoints

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

## Authentication strategies

- You will be provided class time for task completion.
- You will each produce a unique response by using data about personal performance.
- You will provide documentation of your progress with one draft at the checkpoint and the teacher will provide feedback and directions for improvement before final submission.
- You will use plagiarism-detection software to submit your response.
- You must acknowledge all sources.
- You 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, written and/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 response (25%)

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>insightful analysis of relevant primary data and secondary data to ascertain the most significant relationships between the               <ul style="list-style-type: none"> <li>demands of the specialised movement sequences for one movement strategy</li> <li>task, learner and environmental constraints that limit or enable personal performance of the specialised movement sequences for one movement strategy</li> <li>application of the principles of decision-making based on the presented opportunities for action in the specialised movement sequences for one movement strategy</li> </ul> </li> <li>discerning synthesis of the relevant specialised movement sequences, constraints and principles of decision-making to devise a constraints-led learning activity/practice providing opportunity for the emergence of a personal tactical strategy</li> </ul>	4–5
<ul style="list-style-type: none"> <li>appropriate analysis of relevant primary data and/or secondary data to ascertain the most significant relationships between the               <ul style="list-style-type: none"> <li>demands of the specialised movement sequences for one movement strategy</li> <li>task, learner and environmental constraints that limit or enable personal performance of the specialised movement sequences for one movement strategy</li> <li>application of the principles of decision-making based on the presented opportunities for action in the specialised movement sequences for one movement strategy</li> </ul> </li> <li>appropriate synthesis of specialised movement sequences, constraints and principles of decision-making to devise a constraints-led learning activity/practice providing opportunity for the emergence of a personal tactical strategy</li> </ul>	2–3
<ul style="list-style-type: none"> <li>superficial analysis and synthesis of primary data or secondary data to identify a relationship between the physical activity and a constraints-led learning activity/practice.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>critical evaluation of the               <ul style="list-style-type: none"> <li>effectiveness of the constraints-led learning activity/practice in providing opportunity for the emergence of the personal tactical strategy by appraising the outcomes and limitations</li> <li>applied constraints and the applied principles of decision-making</li> </ul> </li> </ul>	4–5
<ul style="list-style-type: none"> <li>considered evaluation of the               <ul style="list-style-type: none"> <li>effectiveness of the constraints-led learning activity/practice in providing opportunity for the emergence of the personal tactical strategy by appraising the outcomes and limitations</li> <li>applied constraints and the applied principles of decision-making</li> </ul> </li> </ul>	2–3
<ul style="list-style-type: none"> <li>feasible evaluation of the constraints-led learning activity/practice by appraising outcomes or limitations reflective of constraints or the principles of decision-making.</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Justifying	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning justification, using primary and secondary data, of the               <ul style="list-style-type: none"> <li>development of the constraints-led learning activity/practice</li> <li>modification and maintenance of the personal tactical strategy to optimise performance</li> </ul> </li> </ul>	5–6
<ul style="list-style-type: none"> <li>considered justification, using primary and secondary data, of the               <ul style="list-style-type: none"> <li>development of the constraints-led learning activity/practice</li> <li>modification and maintenance of the personal tactical strategy to optimise performance</li> </ul> </li> </ul>	3–4
<ul style="list-style-type: none"> <li>feasible justification, using primary or secondary data of the               <ul style="list-style-type: none"> <li>development of the constraints-led learning activity/practice</li> <li>modification or maintenance of the personal tactical strategy to optimise performance.</li> </ul> </li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>appropriate decision-making about and accurate use of               <ul style="list-style-type: none"> <li>at least two modes (visual, written, spoken) to achieve a particular purpose</li> <li>language suitable for a technical audience</li> <li>referencing and folio genre conventions</li> </ul> </li> </ul>	2–3
<ul style="list-style-type: none"> <li>variable or inaccurate decision-making about and use of               <ul style="list-style-type: none"> <li>at least two modes (visual, written, spoken) to achieve a particular purpose or</li> <li>language suitable for a technical audience or</li> <li>referencing and folio genre conventions.</li> </ul> </li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Demonstrating and Applying	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• effective demonstration of specialised movement sequences and two movement strategies (from two different principles of play for physical activities from the 'Invasion' or 'Net and court' categories) in authentic performance environments</li> <li>• effective 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 for physical activities from the 'Invasion' or 'Net and court' categories) in authentic performance environments</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• competent demonstration of specialised movement sequences and two movement strategies (from two different principles of play for physical activities from the 'Invasion' or 'Net and court' categories) in authentic performance environments</li> <li>• competent 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 for physical activities from the 'Invasion' or 'Net and court' categories) in authentic performance environments</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• variable or inaccurate demonstration of isolated movement sequences and a movement strategy in authentic performance environments</li> <li>• variable or inaccurate application of a body and movement concept to movement sequences and a movement strategy in authentic performance environments.</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0



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