



# Physical Education 2025 v1.2

## IA3: 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 4: Energy, fitness and training in physical activity
<b>Topic/s</b>	Topic 1: Energy, fitness and training integrated 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>	Touch football subject matter (see Physical activities list in QCAA Portal — Physical Education syllabus resources)

# Context

In this unit, you have engaged in integrated learning experiences of energy, fitness, training and the application of body and movement concepts in authentic touch football environments. To optimise your personal performance in touch football, you have explored energy systems, components of fitness, principles of training, training methods and training phases.

## Task

Devise one personal pre-competition-phase training strategy for a three-session microcycle. The strategy should optimise performance of one movement strategy, in either the middle, link or wing position. Evaluate the effectiveness of the devised training strategy in the selected touch football position.

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

- analyse primary and secondary data to ascertain the most significant relationships between the
  - demands of the specialised movement sequences for the selected movement strategy
  - energy systems and fitness components relevant to the specialised movement sequences for the selected movement strategy
  - personal performance of the demonstrated specialised movement sequences for the selected movement strategy
- synthesise the most significant relationships to devise a personal training strategy to optimise personal performance of the specialised movement sequences for the selected movement strategy
- justify the development of the personal training strategy for the selected movement strategy to optimise performance, using evidence from primary and secondary data
- evaluate the effectiveness of the personal training strategy using selected principles of training to appraise the outcome and limitations
- justify the modification and maintenance of the training strategy for one movement strategy to optimise performance, using evidence from primary 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 3 Week 4: Draft due
- ☐ Term 3 Week 6: 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.
- Your 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, 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 (IA3): 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 and one movement strategy</li> <li>relevant energy systems and fitness components</li> <li>personal performance of the specialised movement sequences and one movement strategy</li> </ul> </li> <li>discerning synthesis of the relevant specialised movement sequences, energy systems and fitness components and personal performance to devise a personal training strategy to optimise performance in the selected movement 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 and one movement strategy</li> <li>relevant energy systems and fitness components</li> <li>personal performance of the specialised movement sequences and one movement strategy</li> </ul> </li> <li>appropriate synthesis of the relevant specialised movement sequences, energy systems and fitness components and personal performance to devise a personal training strategy to optimise performance in the selected movement 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 or energy systems or fitness components or the training strategy.</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 training strategy by appraising the outcomes and limitations</li> <li>selected principles of training, training methods, energy systems and fitness components</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 training strategy by appraising the outcomes and limitations</li> <li>selected principles of training, training methods, energy systems and fitness components</li> </ul> </li> </ul>	2–3
<ul style="list-style-type: none"> <li>feasible evaluation of the training strategy by appraising outcomes or limitations reflective of the principles of training, training methods, energy systems or fitness components.</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 training strategy to optimise performance</li> <li>modification and maintenance of the training 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 training strategy to optimise performance</li> <li>modification and maintenance of the training 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 training strategy to optimise performance</li> <li>modification and maintenance of the training 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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