

# Physical Education 2019 v1.2

## IA3 high-level annotated instrument-specific marking guide (ISMG)

May 2021

### Project — folio (30%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and explain energy, fitness and training, and body and movement concepts and principles about specialised movement sequences and movement strategies
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
4. analyse and synthesise data to devise a training strategy for optimising performance of the specialised movement sequences and one movement strategy
5. evaluate a training strategy and movement strategies relevant to the selected physical activity
6. justify a training strategy and movement strategies relevant to the selected physical activity
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

# Instrument-specific marking guide (ISMG)

## Criterion: Explaining

### Assessment objective

1. recognise and explain energy, fitness and training concepts and principles about specialised movement sequences and movement strategies

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• accurate recognition and discerning explanation of<ul style="list-style-type: none"><li>– energy systems, fitness components, training principles, training methods and the competition phase of training relevant to specialised movement sequences and one movement strategy</li><li>– two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies.</li></ul></li></ul>	3–4
<ul style="list-style-type: none"><li>• recognition and appropriate explanation of aspects of<ul style="list-style-type: none"><li>– energy systems, fitness components, training principles, training methods and the competition phase of training relevant to specialised movement sequences and one movement strategy</li><li>– quality of movement or one other body and movement concept, about specialised movement sequences and movement strategies.</li></ul></li></ul>	1–2
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	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"> <li>• accomplished and proficient demonstration of the specialised movement sequences and two movement strategies in authentic performance environments</li> <li>• 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 in authentic performance environments.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• effective demonstration of the specialised movement sequences and two movement strategies in authentic performance environments</li> <li>• effective application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• competent demonstration of the specialised movement sequences and two movement strategies in authentic performance environments</li> <li>• competent application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• variable or inaccurate demonstration of some specialised movement sequences and a movement strategy in authentic performance environments</li> <li>• variable or inaccurate 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.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• variable or inaccurate demonstration of isolated specialised movement sequences or a movement strategy in authentic performance environments</li> <li>• variable or inaccurate application of a body and movement concept in a specialised movement sequence or a movement strategy in authentic performance environments.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Analysing

### Assessment objective

4. analyse and synthesise data to devise a training strategy for optimising performance of the specialised movement sequences and one movement strategy

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>insightful analysis and discerning synthesis of relevant primary data and secondary data to</u> <ul style="list-style-type: none"> <li>- <u>ascertain the most significant relationships between the</u> <ul style="list-style-type: none"> <li>▪ demands of the specialised movement sequences and one movement strategy</li> <li>▪ <u>relevant energy systems and fitness components</u></li> <li>▪ personal performance of the specialised movement sequences and one movement strategy</li> </ul> </li> <li>- devise a personal training strategy to optimise performance of the specialised movement sequences and one movement strategy.</li> </ul> </li> </ul>	4–5
<ul style="list-style-type: none"> <li>• <u>appropriate analysis and synthesis of relevant primary data or secondary data to</u> <ul style="list-style-type: none"> <li>- <u>ascertain relationships between the</u> <ul style="list-style-type: none"> <li>▪ <u>demands of the specialised movement sequences and one movement strategy</u></li> <li>▪ relevant energy systems or fitness components</li> <li>▪ <u>personal performance of the specialised movement sequences and one movement strategy</u></li> </ul> </li> <li>- <u>devise a personal training strategy to optimise performance of the specialised movement sequences and one movement strategy.</u></li> </ul> </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 energy, fitness and training.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Evaluating and justifying

### Assessment objectives

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

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>critical evaluation of the effectiveness of</u> <ul style="list-style-type: none"> <li>– <u>personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations</u></li> <li>– the training strategy using selected principles of training to appraise the outcome, implications and limitations of the selected training methods, energy systems and fitness components</li> </ul> </li> <li>• discerning justification of the development, modification and maintenance of the training strategy and movement strategies to optimise personal performance, using evidence from primary data and secondary data.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• <u>considered evaluation of the effectiveness of</u> <ul style="list-style-type: none"> <li>– personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations</li> <li>– <u>the training strategy using selected principles of training to appraise the outcome, implications and limitations of the selected training methods, energy systems and fitness components</u></li> </ul> </li> <li>• <u>considered justification of the development, modification and maintenance of the training strategy and movement strategies to optimise personal performance, using evidence from primary data and secondary data.</u></li> </ul>	5–6
<ul style="list-style-type: none"> <li>• feasible evaluation of the effectiveness of           <ul style="list-style-type: none"> <li>– personal performance of some specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications or limitations</li> <li>– the training strategy using selected principles of training to appraise the outcome, implications or limitations of a selected training method, energy system or fitness components</li> </ul> </li> <li>• feasible justification of the development, modification or maintenance of aspects of the training strategy and movement strategies to optimise personal performance, using evidence from primary data or secondary data.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• superficial evaluation of the effectiveness of aspects of the training strategy or a movement strategy by describing the outcome or an implication or limitation</li> <li>• superficial justification of aspects of the training strategy or a movement strategy.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Communicating

### Assessment objective

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"><li>discerning decision-making about and accurate use of<ul style="list-style-type: none"><li>written or spoken and visual features to achieve a particular purpose</li><li>language suitable for a technical audience</li></ul></li><li>referencing and folio genre conventions.</li></ul>	3
<ul style="list-style-type: none"><li>appropriate decision-making about and use of<ul style="list-style-type: none"><li>written or spoken and visual features to achieve a particular purpose</li><li>language suitable for a technical audience</li></ul></li><li>referencing and folio genre conventions.</li></ul>	2
<ul style="list-style-type: none"><li>variable and/or inappropriate use of<ul style="list-style-type: none"><li>written, spoken or visual features</li><li>language</li></ul></li><li>referencing or folio genre conventions.</li></ul>	1
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0

## Task

Context
In this unit, you have engaged in integrated learning experiences about 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 competition-phase training strategy for a three-session microcycle. The strategy should optimise performance of one movement strategy from one principle of play, in either the middle, link or wing position. Evaluate the effectiveness of the devised training strategy and your personal performance in the selected touch football position.

# Sample response

Criterion	Marks allocated	Result
<b>Explaining</b> Assessment objective 1	4	3
<b>Demonstrating and applying</b> Assessment objectives 2 and 3	10	10
<b>Analysing</b> Assessment objective 4	5	3
<b>Evaluating and justifying</b> Assessment objectives 5 and 6	8	6
<b>Communicating</b> Assessment objective 7	3	3
<b>Total</b>	<b>30</b>	<b>25</b>

## Associated resources

The following resources are associated with this IA3 high-level annotated instrument-specific marking guide (ISMG):

- IA3 Student response folio: 9–11 minutes (MP4, 69 MB) High-level
- IA3 supporting evidence 2–3 minutes (MP4, 310 MB) High-level
- IA3 Annotated sample response: Transcript (PDF, 194.1 KB)