

# Sport and Recreation 2019 v1.0

Sample assessment instrument

December 2018

## Project — Coaching your team

### Information for teachers

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

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

### Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students authentic opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Sport and Recreation syllabus.

### Assessment dimensions

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

- Acquiring
- Applying
- Evaluating

In Sport and Recreation, not every objective in each dimension needs to be assessed in a single project. However, each objective must be assessed at least twice in each year of the course.

<b>Subject</b>	Sport and Recreation
<b>Technique</b>	Project — Coaching your team
<b>Unit number and module number and name</b>	<b>Unit: 4</b> <b>Module: 7. Coaching your team</b>

<b>Conditions</b>	<b>Units 3–4</b>
<b>Written component</b>	500–900 words
<b>Performance component</b>	2–4 minutes (for video evidence)
<b>Spoken component</b>	2.5–3.5 minutes
<b>Further information</b>	
<b>Duration (including class time)</b>	6 weeks
<b>Individual/group</b>	Component 1: Written — group planning with individual development of a coaching session Component 2: Performance — completed individually Component 3: Spoken — completed individually
<b>Context</b>	
Over the course of the unit, you have engaged in learning experiences to develop your knowledge and skills in coaching practices, as well as refining your knowledge of touch football. You have been required to demonstrate these coaching skills in a range of physical activity contexts.	
<b>Task</b>	
<p>In groups of three, plan a 45-minute touch football coaching session for a group of primary school students. Each person will deliver a 15-minute segment of the coaching session. Following the delivery of the coaching session, evaluate the effectiveness of the session and make recommendations for future implementation.</p> <p>The task includes three components.</p> <ul style="list-style-type: none"> <li>• Component 1: Written — Create a coaching session plan.</li> <li>• Component 2: Performance — Implement the coaching session</li> <li>• Component 3: Spoken — Complete a coaching session evaluation.</li> </ul>	
<b>To complete this task, you must:</b>	
<p>Component 1: Coaching session plan</p> <ul style="list-style-type: none"> <li>• in your group, devise a team coaching plan for the touch football coaching session</li> <li>• identify which 15-minute segment you will deliver and develop a detailed coaching session for implementation</li> <li>• in your individual coaching session plan, identify and explain the <ul style="list-style-type: none"> <li>– objectives for the session</li> <li>– warm up, skill session and cool-down activities</li> <li>– team and/or individual activities</li> <li>– teaching and organisational cues</li> <li>– equipment and resource requirements</li> <li>– safety and risk management considerations.</li> </ul> </li> </ul> <p>Component 2: Coaching session implementation (15-minute segment)</p> <ul style="list-style-type: none"> <li>• organise the equipment for the coaching session and prepare the teaching space</li> </ul>	

- deliver your 15-minute segment of the coaching plan, demonstrating your ability to manage the group and your application of coaching principles within your performance.

#### Component 3: Evaluation interview

- in an interview, reflect on your coaching experience to
  - evaluate your personal coaching performance and success in achieving the coaching objectives
  - evaluate the strategies you used to enhance participation of the primary school audience in the session
  - evaluate the observed outcomes for your participants in relation to
    - improvement in individual and group physical responses
    - use of interpersonal strategies in the session
  - recommend strategies that could be implemented to enhance future coaching performance.

#### Checkpoints

- Term [X] Week [X]/[Date]: Complete draft of coaching session and discuss with teacher
- [Due date]: Submit final coaching session plan
- [Due date]: Implement coaching session (15-minute segment) and participate in interview with teacher

#### Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- When working as part of a group, your individual response is assessed through the submission of an individual coaching plan and when implementing your planned section.
- Discuss with your teacher or provide documentation of the progress of your planning for your individual coaching section.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.
- Submit the declaration of authenticity.

# Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Acquiring</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• proficient demonstration of sophisticated physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• comprehensive description of concepts and ideas about sport and recreation using accurate terminology and effective examples</li> <li>• comprehensive explanations of significant procedures and strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• skilled demonstration of physical responses and effective interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• thorough description of concepts and ideas about sport and recreation using relevant terminology and effective examples</li> <li>• thorough explanations of procedures and strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstration of physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• description concepts and ideas about sport and recreation using terminology and examples</li> <li>• explanations of procedures and strategies in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• variable demonstration of basic physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• superficial description of concepts and ideas about sport and recreation using basic terminology and examples</li> <li>• superficial explanations of procedures and strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• variable demonstration of aspects of simple physical responses and basic interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• partial description of concepts and ideas about sport and recreation using minimal terminology and variable examples</li> <li>• partial explanations of procedures or strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Applying</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• proficient application of concepts and adaption of complex procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• proficient management of individual and group sport and recreation activities</li> <li>• comprehensive application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>• controlled use of language conventions and textual features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• effective application of concepts and adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• responsive management of individual and group sport and recreation activities</li> <li>• thorough application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>• effective use of language conventions and textual features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• application of concepts and adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• management of individual and group sport and recreation activities</li> <li>• application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>• use of language conventions and textual features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• variable application of concepts and superficial adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• fragmented management of individual and group sport and recreation activities</li> <li>• variable application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>• variable use of language conventions and textual features that achieve aspects of particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• isolated application of concepts and minimal adaption of some procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• minimal and variable organisation of individual and group sport and recreation activities</li> <li>• isolated application of some simplistic strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>• partial and sometimes inappropriate use of language conventions and textual features.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Evaluating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• valid evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>• valid evaluation of the effects of sport and recreation on individuals and communities</li> <li>• valid evaluation of strategies that seek to enhance health, wellbeing and participation in sport and recreation activities with logical recommendations</li> <li>• creation of sophisticated communications that convey meaning suited to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• considered evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>• considered evaluation of the effects of sport and recreation on individuals and communities</li> <li>• considered evaluation of strategies that seek to enhance health, wellbeing and participation in sport and recreation activities with plausible recommendations</li> <li>• creation of effective communications that convey meaning suited to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>• evaluation of the effects of sport and recreation on individuals and communities</li> <li>• evaluation of strategies that seek to enhance health, wellbeing and participation in sport and recreation activities with recommendations</li> <li>• creation of communications that convey meaning suited to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• superficial evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>• superficial evaluation of the effects of sport and recreation on individuals and communities</li> <li>• superficial evaluation of strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities with variable recommendations</li> <li>• creation of superficial communications that convey variable meaning to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• partial evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>• statements of the effects of sport and recreation on individuals and communities</li> <li>• vague strategies that seek to enhance health, wellbeing and participation in sport and recreation activities</li> <li>• partial creation of communications with vague meanings.</li> </ul>