Physical performance — Year 11

November 2010

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It provides opportunities for students to demonstrate the following dimensions of the general objectives:

- acquiring
- applying
- evaluating.

The assessment instrument demonstrates Sports Aerobics and is accompanied by a video of the student performance, presented as four short clips followed by the complete physical performance.

Assessment instrument

The purpose of this sample is to highlight the qualities of student work and their match to the syllabus standards. The work presented in this sample is in response to the following assessment task.

Task:

Create a 90 second Sport Aerobics routine to your selection of one Sport Aerobics music track of 152–155 beats/minute. The complete performance should reproduce the compulsory elements (high kicks, push-ups and jumping jacks) and skill elements (static strength, power, flexibility and dynamic strength) within the time and space (7x7m) constraints of a Sport Aerobics routine.

Instrument-specific criteria and standards

Student responses have been matched to a set of instrument-specific criteria and standards. The standards that best describe the student work in this sample are shown below. For more information about syllabus dimensions and standards descriptors, see the relevant subject page of the QSA website.

Note: Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards.
### Standard A

#### Acquiring
- **consistent and successful** reproduction of a **wide** range of physical responses performed **fluently, accurately**, and where applicable, with **speed**
- **comprehensive and accurate** demonstration and understanding of rules, safety and **sophisticated** performance strategies through physical responses

#### Applying
- **consistent and successful** application and combination of a **wide** range of physical responses in authentic performance environments
- **consistent and successful** application and combination of a **wide** range of team and individual strategies that **enhance** the physical performances of self and others

#### Evaluating
- **consistent and discerning** reflection and decision making that **enhances** physical responses and outcomes in or about authentic performance contexts
- **consistent and effective** initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts

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### Student responses

A link to the video of the student response can be found at <www.qsa.qld.edu.au/11366.html>.

### Matching standards and responses

The student response presented is in a digital mode. Before viewing the assessment response, please consider the following:

- The performance is of a Year 11 student and is presented in five segments. Segment 5 is the complete physical performance and should be viewed with all three dimensions at the A standard in mind.

- The remaining four segments provide evidence about:
  - application of skills, theory and conceptual understandings (segment 1)
  - individual strategies (segment 2)
  - reflection and evaluation of own and others’ performance (segment 3)
  - communication of initiated change and performance modification (segment 4).

- The sections of the syllabus listed below are of relevance to the student performance and should be read before viewing of the response:
  - Characteristics of aesthetic activities (syllabus p. 9)
  - Assessment techniques and associated conditions (syllabus p. 25)
  - Standards matrix (syllabus p.29–31).
### Video segment
### Standard descriptors and notes

#### Segment 1

The "A" standard student performance matches the following descriptors:

- Physical responses are **fluently** and **accurately** combined and performed in synchronisation to the music.
- **Comprehensive** and **accurate** understanding of the rules and **sophisticated** performance strategies are demonstrated through the **wide range** of physical responses performed.

**Notes on the response**

Physical responses evident throughout the routine include compulsory elements and skills included from the four categories of static strength; dynamic strength; jumps, leaps and power; and flexibility and balance. Sport Aerobics rules and performance strategies refer to competition area; selection of music and interpretation; travel during the routine; inclusion of start and end pose; and choreography.

#### Segment 2

The "A" standard student performance matches the following descriptors:

- **Consistently** and **successfully** applies and combines a **wide range** of individual strategies to **enhance** the physical performance and aesthetic appeal of the routine.

**Notes on the response**

Individual strategies involve enhancing movement patterns by combining compulsory elements and skills; modifying arm lines, leg lines and travel direction to maximise use of floor space and synchronise movements with musical cues; and making decisions about intensity of skill execution to enhance music synchronisation and aesthetic appeal.

#### Segment 3

The "A" standard student performance matches the following descriptors:

- Through analysing, synthesising and evaluating a **wide range** of physical responses of self and others, the performer **consistently** and **successfully** reproduces physical responses.

**Notes on the response**

Video analysis and evaluation of their own and others’ preliminary performances allowed the performer to reflect on individual strengths and weaknesses and enhance fluency and accuracy of physical responses.
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<tr>
<th>Video segment</th>
<th>Standard descriptors and notes</th>
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| **Segment 4** | The "A" standard student performance matches the following descriptors:  
|               | • **Consistent** and **effective** modification and initiation of change of performance strategies to solve problems in routine execution.  
|               | **Notes on the response**  
|               | Initiation of change in physical responses and modification of performance strategies should become evident through continuous performances. For example, the performer initiated change in the intensity of skills and compulsory elements reproduced and modified the individual push-up to demonstrate increased complexity in physical responses. Changes and modifications should be annotated on instrument-specific standards if video evidence cannot be provided. |
| **Segment 5** | Complete video  
|               | Sport Aerobics performance assessing an authentic student physical response to the demands of the physical activity and the syllabus standards.  
|               | • The authentic context is characterised by the creation of a performance within the constraints of the rules, safety and **performance** strategies of the physical activity |