

School Based Assessment (SAC) Tasks in Unit 4 VCE PE

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VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

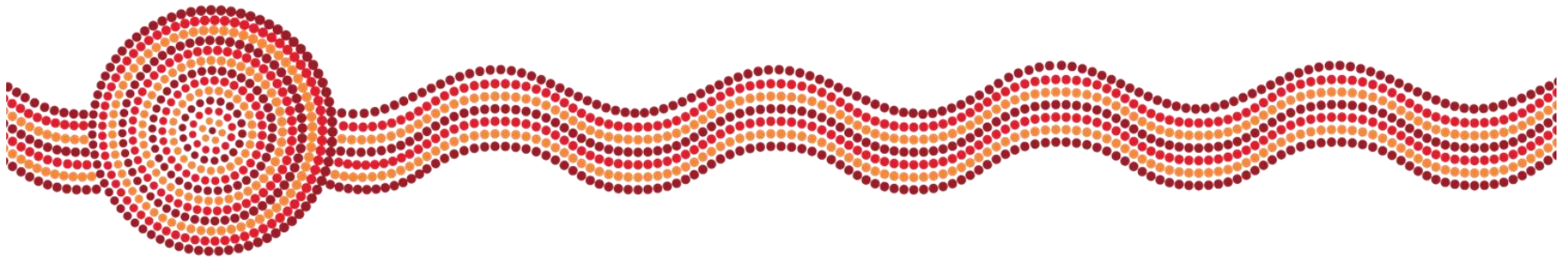


Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



Reminder

Accreditation Period
2018–2024

Victorian Certificate of Education
**HEALTH AND
HUMAN DEVELOPMENT**
STUDY DESIGN

Accreditation Period
2018–2023

Victorian Certificate of Education
**OUTDOOR AND
ENVIRONMENTAL
STUDIES**
STUDY DESIGN

Accreditation Period
Units 1 and 2
2017–2024
Units 3 and 4
2018–2024

Victorian Certificate of Education
**PHYSICAL
EDUCATION**
STUDY DESIGN

Purpose of the session

To provide practical examples of Unit 4 school-based assessment items that are underpinned by the VCE assessment principles.

Session outline

- Assessment – Recap
- Unit 4 school-based assessment task type examples.
- Questions

VCE assessment presentation

- See Unit 3 presentation

VCE assessment

Assessment at the senior secondary level:

- describes student achievement
- identifies opportunities for further learning
- articulates and maintains standards
- provides the basis for the award of a certificate.

VCE assessment principles

VCE assessment should be

- valid and reasonable
- equitable
- balanced
- efficient.

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/School-basedAssessment/Pages/School-based-Assessment-Teacher-videos.aspx>

VCE Assessment principles

Valid

- fair and reasonable
- designated task type
- conducted under fair conditions for all students
- clear instructions included

Equitable

- accessible to all students
- doesn't privilege or disadvantage certain groups of students
- tasks are comparable in scope and demand

VCE Assessment principles

Balanced

- variety of task types used
- variety of conditions used
- allow students to demonstrate different levels of achievement
- suitable criteria, descriptors, rubrics or marking schemes used
- outcomes, key knowledge and key skills are assessed

Efficient

- minimum number of assessments set
- precision vs efficiency
- Minimise undue workload/stress on students
- part of the regular teaching and learning program
- avoid under or over assessment of the outcome
- completed mainly in class and within a limited timeframe

School-based Assessment Audit process

School-based Assessment Audit

Information and advice for schools

School-based Assessment Audit: Information and Advice for Schools¹ contains advice on the process and requirements of the School-based Assessment Audit. This advice can be used by teachers of VCE studies selected for audit to navigate the audit process on behalf of the school. It can also be used by schools to create and refine internal processes for managing the School-based Assessment Audit.

Administration

Who is selected for audit and why?

The audit is a necessary component of the VCAA's management of quality; its purpose is not punitive or personal.

All schools delivering the VCE are audited for at least one VCE study each year (with the exception of single study providers, who are audited once during the VCE study accreditation period). Schools will not be audited for more than four studies over the course of one academic year, other than in exceptional circumstances. The VCAA does not have access to teacher information. The selection of studies for audit is random, except in instances where:

- a school did not meet requirements in the previous audit cycle and is therefore required to undergo audit again
- a school is offering a study either for the first time or there has been a gap of three or more years since the study was last offered

The audit process supports schools to identify instances for improvement and provides a basis for professional conversations about teaching and learning. Feedback from the audit can inform teachers about how they implement assessment, and in many cases, the feedback provided by the Audit Panel can confirm the understanding already held by teachers. Many teachers find the opportunity to gain external feedback and talk with the VCAA Curriculum Manager about specific concerns useful and empowering. Feedback can stimulate discussions about what is the most effective way to deliver authentication and assessment – particularly in large schools.

- ...supports schools
- ...basis for professional conversations
- ...feedback can confirm understanding
- ...find opportunity to gain external feedback useful & empowering
- ...stimulate discussions on most effective way to deliver authentication & assessment

Commercial tasks

- **Can they be used?**
- **How can they most effectively be used?**
- **How to ensure that compliance with VCAA Assessment Principles is maintained?**

School-based Assessment

- In Units 3 and 4, specified tasks and task types are set out in the study design
- Teachers and schools are **encouraged to develop their own assessment tasks** based on the [VCE assessment principles](#)

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.	30	A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness.
Outcome 2 Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.	25	A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.
	25	A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study.
	20	A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: <ul style="list-style-type: none">• a case study analysis• a data analysis• structured questions.
Total marks	100	

*School-assessed Coursework for Unit 4 contributes 25 per cent.

Assessment Task types – VCE PE Unit 4

Task types

Task 1: Written report; Activity analysis (Primary or secondary data).

Task 2: A reflective folio; Participation in training methods (at least 5)

Task 3: A written report; Designing a training program.

Task 4: Case study, data analysis or structured questions.

Example: Written report (Task 1)

Undertaking an activity analysis

To identify the major physiological requirements of the activity (including; Fitness components, energy system contributions, major muscle groups and contractions).

SAC 1

Pre Fitness Testing

From the activity analysis, specific fitness tests can be undertaken

**SAC 2 –
Participating
& applying**

**SAC 3-
Designing &
applying**

Training program design and session completion

Training program aims (often improving 1-2 fitness components & maintaining 1) specific to the fitness test findings.

- **Post fitness testing**
- **Evaluation and refinement of the program**

Adaptations?

SAC 4

Example: Written report (Task 1)

Common questions

- Do students need to undertake the activity analysis (collect primary data?)
- Where can I obtain secondary activity analysis data from?
- Fitness tests?

Example: Written report (Task 1)

Where can I obtain secondary activity analysis data from?

- ‘Google scholar’ – Academic studies
- FIFA – See next example
- Other sporting organisations?
- ERA
- Training peaks – see next example
- Strava/Garmin – Use your own or student data
- Commercial tasks?

Possible resources

[Physical analysis of France 2019 shows increase in speed and intensity \(fifa.com\)](#)

[2019 Tour de France: Michael Woods Stage 3 Analysis | TrainingPeaks](#)

<https://www.worldsquash.org/wp-content/uploads/2019/01/Performance-Analysis-James-Simpson.pdf>

ResearchGate

Chelly, Mohamed Souhail & Hermassi, Souhail & Aouadi, Ridha & Khelifa, Riadh & Tillaar, Roland & Chamari, Karim & Shephard, Roy. (2011). Match Analysis of Elite Adolescent Team Handball Players. Journal of strength and conditioning research / National Strength & Conditioning Association. 25. 2410-7. 10.1519/JSC.0b013e3182030e43.

Hurling

[Microsoft PowerPoint - GAA Dev Conference Demands of the Game \(monageerboolavoguegaa.com\)](#)

Written report

	AFL DATA	FUTSAL DATA	NETBALL DATA	HURLING
Type of data referred to.				
Physiological Requirement of the Activity <ul style="list-style-type: none">- Fitness components- Energy systems				
Justification of the importance of this physiological requirement by referencing data				

Scaffolding
data analysis

Example: Reflective folio

Training Diary: Practice Folio Assessment			
Psychological Data	Motivation: / 10	Other:	
	Energy levels: / 10		
Sociological Data	Date:	Time:	
	Location:		
	Environmental Conditions:		
Physiological Data	Sleep: Hours -	Nutrition / 10	Other:
	Regular: Yes / No	Hydration / 10	
	Quality: / 10		
Warm Up (For all running based training)	<ul style="list-style-type: none"> o Jogging o Dynamic stretching o In three groups, 6 x 40m strides increasing intensity. 50%, 60%, 70%, 80%, 90% & 95%. Rolling into desired intensity. Do not immediately stop at 40m, slow down for 10/15m 		
Conditioning Phase	In future, this will detail the activity to be conducted.		
Cool Down (For all running based training)	<ul style="list-style-type: none"> o Walk for 3 – 5minutes o Static stretching including calves, hamstrings, quadriceps, hip flexors, adductors, gluts, back & upper body where appropriate. 		
Post Session Comments	A simple sentence on how you feel Psychologically & Physiologically		

Practice Folio Assessment – Warm-up

1. Why should a warm-up be conducted before an activity? 1 mark

2. Describe an appropriate warm-up for a netballer 3 marks

1.

2.

3.

3. Outline one reason to avoid static stretching in a warm-up 1 mark

Training Diary: High Intensity Interval Training (HIIT)

Psychological Data	Motivation: / 10	Other:	
	Energy levels: / 10		
Sociological Data	Date:	Time:	
	Location:		
	Environmental Conditions:		
Physiological Data	Sleep: Hours -	Nutrition / 10	Other:
	Regular: Yes / No	Hydration / 10	
	Quality: / 10		
Warm Up (For all running based training)	<ul style="list-style-type: none"> o Jogging o Dynamic stretching o In three groups, 6 x 40m strides increasing intensity. 50%, 60%, 70%, 80%, 90% & 95%. Rolling into desired intensity. Do not immediately stop at 40m, slow down for 10/15m 		
Conditioning Phase	Split into 3 groups On a stationary bike perform 10 repetitions of the following: 30 seconds maximal effort RPE 9 or 10 30 seconds slow pedalling		
Cool Down (For all running based training)	<ul style="list-style-type: none"> o Walk for 3 – 5minutes (cycling would be better, but bike shortage will not permit this to occur) o Static stretching including calves, hamstrings, quadriceps, hip flexors, adductors, gluts, back & upper body where appropriate 		
Post Session Comments			

Folio Assessment – High Intensity Interval Training (HIIT)

1. The HIIT session was performed at an intensity of 9 - 10. What is the equivalent percentage of HR maximum 1 mark

2. Outline one advantage of HIIT training 1 mark

3. Identify one critical step before commencing the first 30 seconds of high intensity work on the stationary bike. 1 mark

4. Identify two signs that a person may be overtraining. 2 marks

Example: Written report (Task 3)

Rachel is a 17-year old girl with a BMI of 29, and no known physical impairments. She has consistently participated in a continuous running program with her sister twice per week for the four months leading up to her school's Athletics Carnival.

Rachel won the 400m track event at the carnival in a time of 83 seconds; she has been selected to represent her school at the upcoming interschool athletics carnival in six weeks. Rachel is confident she could win the event if she could cut her time for the 400m to 75 seconds.

Rachel has asked you to design a six-week training program leading up to the event to help her achieve her target time.

Using your knowledge of correct training principles and methods, design a six-week training program for Rachel based on the following commitments:

- Rachel is prepared to commit up to six training sessions per week
- You must utilise at least two different training methods
- You must demonstrate the correct application of training principles (emphasis on Frequency, Progression & Intensity)
- There is no need to detail the warm-up or cool-down other than acknowledging that they occur within the training program

Part B: Written Report

Write a written report for your training program. Make sure you use the headings in bold in your report. Below is a guide outlining what should be included in each section.

Introduction

Ensure you include the following:

- Whom you are writing the training program for and why
- name the training methods you used
- name the training principles you applied
- any relevant information on training programs in general

Body Paragraphs

Your body paragraphs should at least consist of 5 paragraphs.

In this section, ensure you include the following:

- You will need to justify your choice for each training method and use examples from your program as evidence to support your justification
- Using examples from your training program you will need to explain correct application of training principles (particularly frequency, progression & intensity)
- To complete this section to a high standard you will need to demonstrate your knowledge from Area of Study 2 and your personal experiences from your folio

Conclusion

Write a concluding paragraph about the outcome for Rachel. You may wish to start with the prompted sentence below:

- "In conclusion, by completing the six-week training program, Rachel will....."

Examples: Task 4

Case study (data analysis?) example

What am I assessing?

Outcome 2 Unit 4

Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

How am I assessing?

Case Study, Data Analysis or Structured Questions

Relevant Key Knowledge?

- training program principles, including frequency, intensity, time, type, progression, specificity, individuality, diminishing returns, variety, maintenance, overtraining and detraining
- training methods including continuous, interval (short, intermediate, long and high intensity), fartlek, circuit, weight/resistance, flexibility and plyometrics
- chronic adaptations of the cardiovascular, respiratory and muscular systems to aerobic, anaerobic and resistance training

Relevant Key Skills?

- evaluate and critique the effectiveness of different training programs
- explain how the cardiovascular, respiratory and muscular systems' chronic adaptations to training lead to improved performance.

Case Study

A good case study:

- is a 'real world' situation or scenario
- consists of many parts and each part usually ends with problems and points for discussion. There may not be a clear cut off point to the situation.
- includes sufficient information for the reader to treat problems and issues.
- Like a written report – Should have sections; Introduction, body, conclusion

<https://student.unsw.edu.au/writing-case-study-report-engineering>

Case Study – One example

https://www.researchgate.net/publication/304810101_4_Weeks_of_Plyometric_Training_Improves_Rowing_Performance_in_High_School_Male_Rowers_625_Board_6_June_1_1

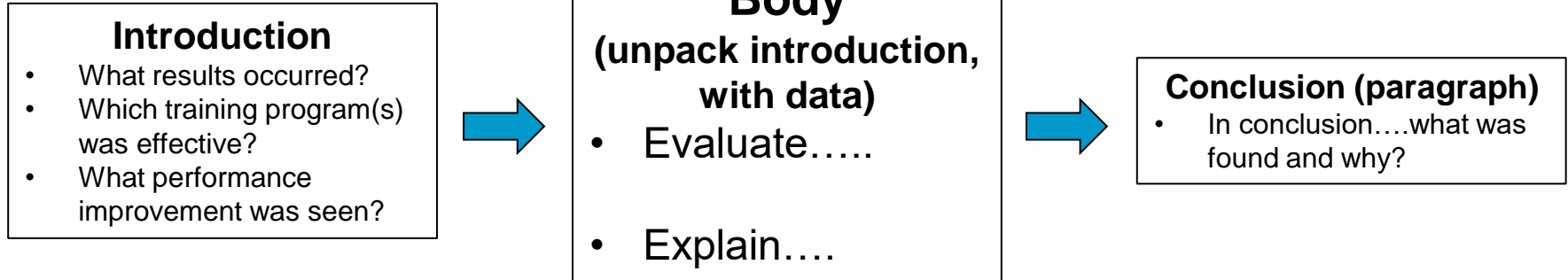
Egan-Shuttler, Julian & Edmonds, Rohan & Eddy, Cassandra & O'Neill, Veronica & Ives, Stephen. (2016). 4 Weeks of Plyometric Training Improves Rowing Performance in High School Male Rowers: 625 Board #6 June 1, 1. *Medicine & Science in Sports & Exercise*. 48. 162. 10.1249/01.mss.0000485488.24967.c9.

Case study

The presented data was part of a study that looked to identify which training method; Plyometrics or Aerobic endurance would lead to improved peak power.

Complete a report that uses the data to:

- evaluate the effectiveness of the two training methods to improve peak power.
- explain the chronic adaptations that would have occurred from the more effective training method in improving peak power.



The assessment tool – How will assessment occur?

- Marking guides
- Criteria sheet
- Performance descriptors/Rubrics

Assessment tool example – performance descriptors/rubrics

A rubric describes the increasing quality of what a student can do, say, make or write.

- Quality relates to how well something is done, not how often an action is done correctly.
- Each subsequent cell describes a better way to perform the action, or a higher level of quality.
- Taxonomies like Blooms or SOLO are helpful for writing quality criteria.

Assessment tool example – performance descriptors

PHYSICAL EDUCATION SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
Unit 4 Outcome 2 Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
	Incomplete record of participation in some training sessions.	Limited record of participation in at least five training sessions.	Accurate record of participation in at least five training sessions.	Detailed and thoughtful reflection on participation in at least five training sessions.	Very detailed and critical reflection on participation in at least five training sessions.
	Training program design demonstrates limited application of training principles.	Some inclusion and application of relevant training principles in the design of a training program.	Satisfactory demonstration of the correct application of some training principles in the design of a training program.	<u>Well developed</u> and correct application of all relevant training principles in the design of a training program.	Comprehensive and correct application of all relevant training principles in the design of a training program.
	Very few personal experiences reflected in the training program design.	Some examples drawn from personal experiences reflected in training program design.	Clear examples drawn from personal experiences reflected in training program design.	Training program design based mainly on data obtained through personal experiences in training sessions.	Training program design based on detailed data obtained through personal experiences in training sessions.
	Limited description of the link between training methods and chronic adaptations.	Identification of chronic adaptations with little reference to training methods or the cardiovascular, respiratory and muscular systems.	Some explanation of the chronic adaptations to the cardiovascular, respiratory and muscular systems resulting from training and linked to improved performance.	Detailed explanation of chronic adaptations to the cardiovascular, respiratory and muscular systems and evaluation of training to improved performance.	Comprehensive and detailed explanation of chronic adaptations of the cardiovascular, respiratory and muscular systems and critical evaluation of training and improved performance.

KEY to marking scale based on the Outcome contributing 70 marks based on the completion of three assessment tasks:

- Task 1: Reflective folio, 25 marks
- Task 2: Written report, 25 marks
- Task 3: Choice of task types (see Study Design page 24), 20 marks

Very low 1–15	Low 16–29	Medium 30–45	High 46–60	Very high 61–70
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Written Report on 6-week Training Program										
	VERY LOW	1	LOW	2	MEDIUM	3	HIGH	4	VERY HIGH	5
Reflective Folio	Very few personal experiences reflected in the training program	1	Some examples drawn from personal experiences reflected in training program design	2	Clear examples drawn from personal experiences reflected in training program designed.	3	Training program design based mainly on data obtained through personal experiences in training sessions	4	Training program design based on detailed data obtained through personal experiences in training sessions.	5
Training Method 1:	Limited inclusion and application of Training Method 1 in the design of a training program	1	Some inclusion and application of Training Method 1 in the design of a training program	2	Satisfactory demonstration of correct application of Training Method 1 in the design of a training program	3	Well developed and correct application of Training Method 1 in the design of a training program.	4	Comprehensive and correct application of Training Method 1 in the design of a training program.	5
Training Method 2:	Limited inclusion and application of Training Method 2 in the design of a training program	1	Some inclusion and application of Training Method 2 in the design of a training program	2	Satisfactory demonstration of correct application of Training Method 2 in the design of a training program	3	Well developed and correct application of Training Method 2 in the design of a training program	4	Comprehensive and correct application of Training Method 2 in the design of a training program	5
Training Principle: Frequency	Limited inclusion and application of Frequency in the design of a training program	1	Some inclusion and application of Frequency in the design of a training program	2	Satisfactory demonstration of correct application of Frequency in the design of a training program	3	Well developed and correct application of Frequency in the design of a training program.	4	Comprehensive and correct application of Frequency in the design of a training program.	5
Training Principle: Progression	Limited inclusion and application of Progression in the design of a training program	1	Some inclusion and application of Progression in the design of a training program	2	Satisfactory demonstration of correct application of Progression in the design of a training program	3	Well developed and correct application of Progression in the design of a training program	4	Comprehensive and correct application of Progression in the design of a training program	5
Training Principle: Intensity	Limited inclusion and application of Intensity in the design of a training program	1	Some inclusion and application of Intensity in the design of a training program	2	Satisfactory demonstration of correct application of Intensity in the design of a training program	3	Well developed and correct application of Intensity in the design of a training program	4	Comprehensive and correct application of Intensity in the design of a training program	5
Overall training program and written report	Training program and written report is incomplete	1	Training program and written report is limited	2	Training program and written report is satisfactory	3	Training program and written report is well developed	4	Training program and written report is highly comprehensive	5

Total Marks: / 35

Outcome statement	Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.				
Action	Quality criteria				
	Insufficient evidence	Low	Medium	High	Very High
Reflects on all components of a training session through participation (Warm up, conditioning and cool down)	Insufficient evidence	Participates in all training sessions	Identifies components of a training session through participation.	Reflects on components of a training session to enhance fitness components.	
Explains the importance of maintaining physiological, <u>psychological</u> and sociological records of training	Insufficient evidence	Identifies correct examples of <u>....</u>	Outlines examples of <u>....</u>	Explains the importance of... through participatory examples.	
Analyses training data to make appropriate modifications	Insufficient evidence	Identifies correct examples of training data...	Outlines possible modifications to a training program...	Justifies modifications to the training program through the analysis of data.	
Evaluates training programs using appropriate training principles	Insufficient evidence	Identifies examples of training principles <u>....</u>	Outlines examples of training principles....	Justifies examples of training <u>principle</u> application to a given program	Evaluates a given training program using appropriate training principles to enhance <u>....</u>
Designs a six-week training program by applying correct training principles	Insufficient evidence	Identifies appropriate training methods required to improve fitness.	Discusses selection of appropriate training methods for a given case study	Applies training principles to selected training methods for a given case study	Designs a <u>six week</u> training program applying correct training principles
Explain how the cardiovascular, <u>respiratory</u> and muscular systems' chronic adaptations to training lead to improved performance		States chronic adaptations to lead to improved performance	Outlines chronic adaptations <u>....</u>	Explains chronic adaptations....	

Assessment tool example – S.Q marking guide

- Skills/knowledge (Command term)
- Evidence
- Mark allocation

Remember:

- The command terms from the Outcome statement (and key skills) should form the basis of your assessment task.
- Students are expected to be able to show cognitive processing up to and including the term used in the Outcome and key skill.

Q8d 2021

- *evaluate a range of psychological strategies which affect performance and recovery*

Identify one psychological strategy that Alex may use to improve concentration and describe how this strategy could improve Alex's ability to concentrate and return serves successfully. 3 marks

- Students expected to identify.
- Students expected to describe
- Students expected to link to concentration

Assessment tool example - Criteria

VCAA 2021 EXAMINATION

In 2019, marathon runner Eliud Kipchoge became the first athlete to complete the 42.195 km distance in under two hours (1:59.40). His average pace was 2 minutes 50 seconds per kilometre throughout the run. A well-trained 800 m track runner attempted to hold Kipchoge's average pace. They had to run at maximal intensity and, due to fatigue, they were unable to continue after 1 km.

Structured questions example?

In 2019, marathon runner Eliud Kipchoge became the first athlete to complete the 42.195 km distance in under two hours (1:59.40). His average pace was 2 minutes 50 seconds per kilometre throughout the run, which equates to a sprinting speed for many untrained or moderately trained individuals. Explain one chronic muscular adaptation that Eliud has developed that enables him to produce an increased running performance. (4 marks)

	Quality criteria	Insufficient evidence (0)	Low (1)	Medium (2)	High	Very High
Key knowledge (U4 AOS 2)	explain how the cardiovascular, respiratory and muscular systems' chronic adaptations to training lead to improved performance.	No/incorrect chronic adaptation identified	Identified one correct chronic aerobic muscular adaptation i.e <i>Increased mitochondria</i>	Outlined one correct muscular adaptation i.e <i>increased sites for aerobic respiration</i>	Describe one chronic muscular adaptation i.e. <i>which allows for more oxygen to the muscles</i>	Explains one chronic muscular adaptation i.e ... <i>which allows Eliud to produce greater aerobic energy at high intensities (maintain high speeds aerobically)</i>

VCE resources

- VCE/VCAL administrative handbooks
- VCE Study Designs
- VCE Support for teachers
- Examination review documents.
- School calendar and assessment policy
- Statistical moderation reports
- School-based assessment audit reports
- Examination reports



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