

School Based Assessment (SAC) Tasks in Unit 3 VCE PE

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Acknowledgment of Country

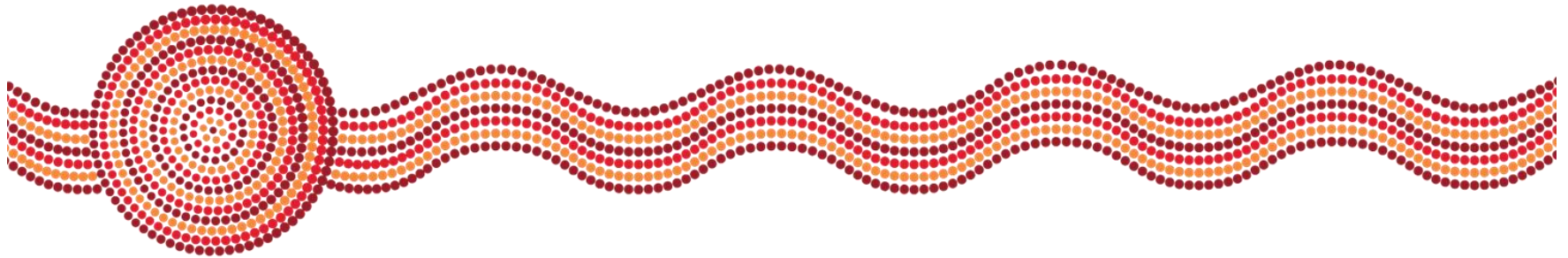
I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

Myself, I am meeting on the traditional lands of the Wathaurung, of the Kulin Nation.

Mark, is meeting on the traditional lands of the Bunurong and Wurrendjeri of the Kulin Nation

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

a) Provide an overview of VCE assessment principles –
The basis for school based assessment (SAC) design.

c)

b) Provide actual Unit 3 assessment examples that display the application of the VCE assessment principles.

c) Assist all teachers – New;
Support in developing quality & compliant assessment, Existing; fresh perspectives/new ideas,
All; School Based Audit &/or assessment development

Session outline

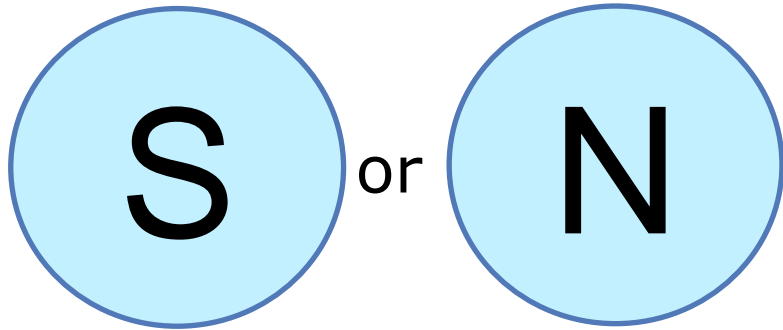
- Assessment
 - What it is – School-based vs external
 - How it works
- The foundations: VCE assessment principles
- Developing a task – general considerations
- Unit 3 school-based assessment task type examples.
- Questions

VCE assessment

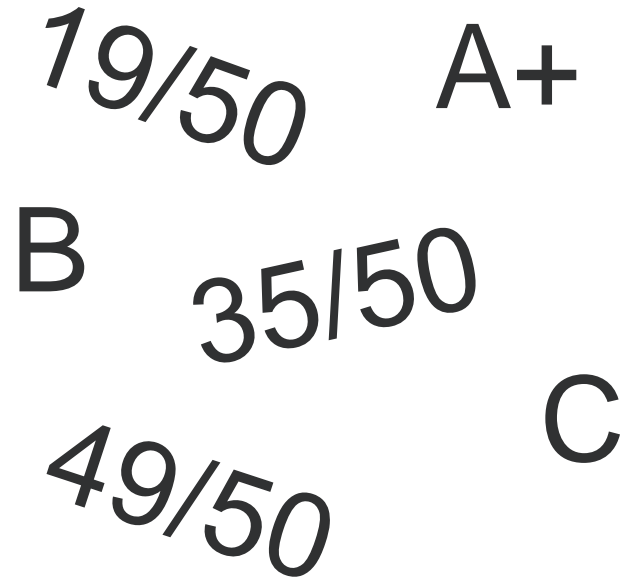
Assessment at the senior secondary level:

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

Satisfactory completion



Levels of achievement



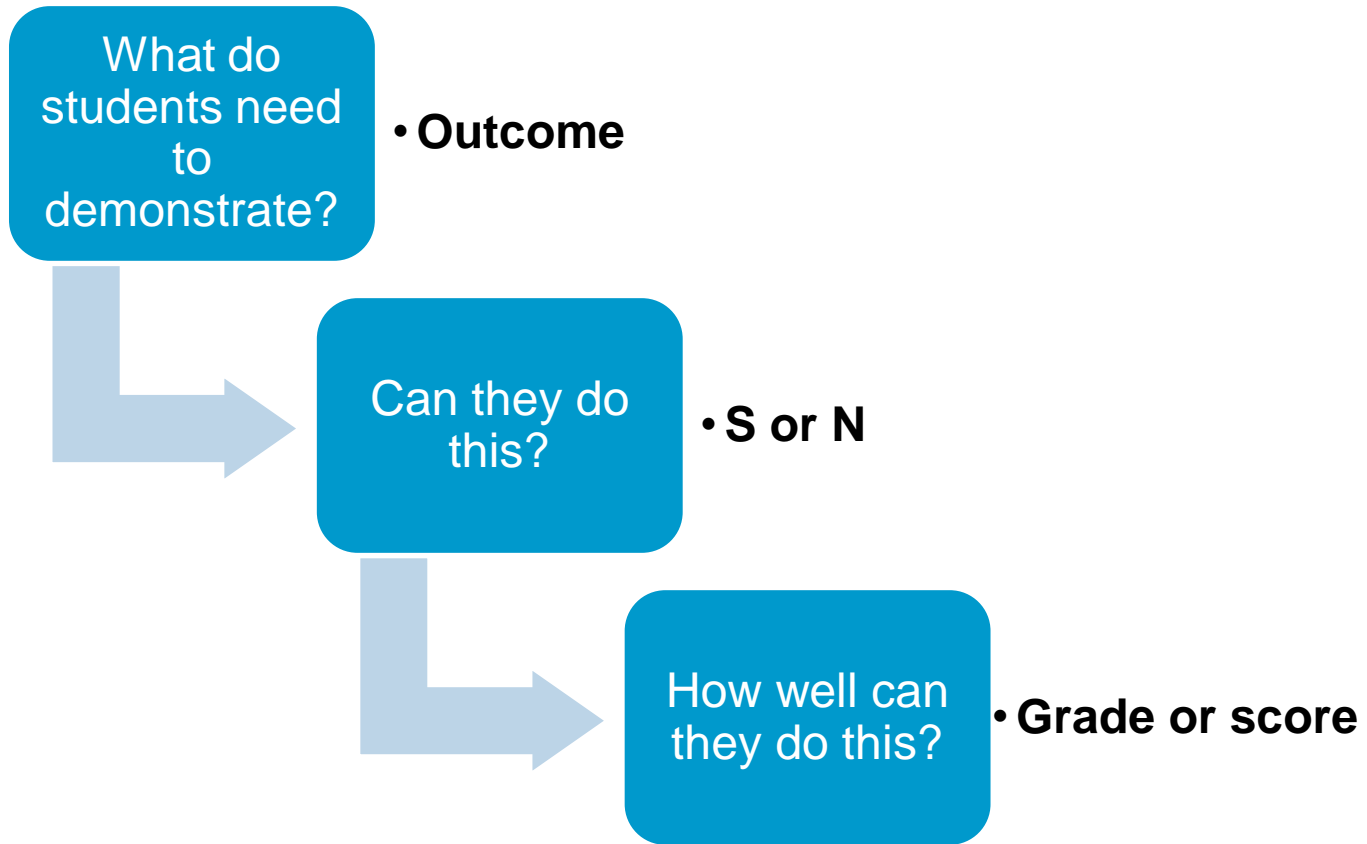
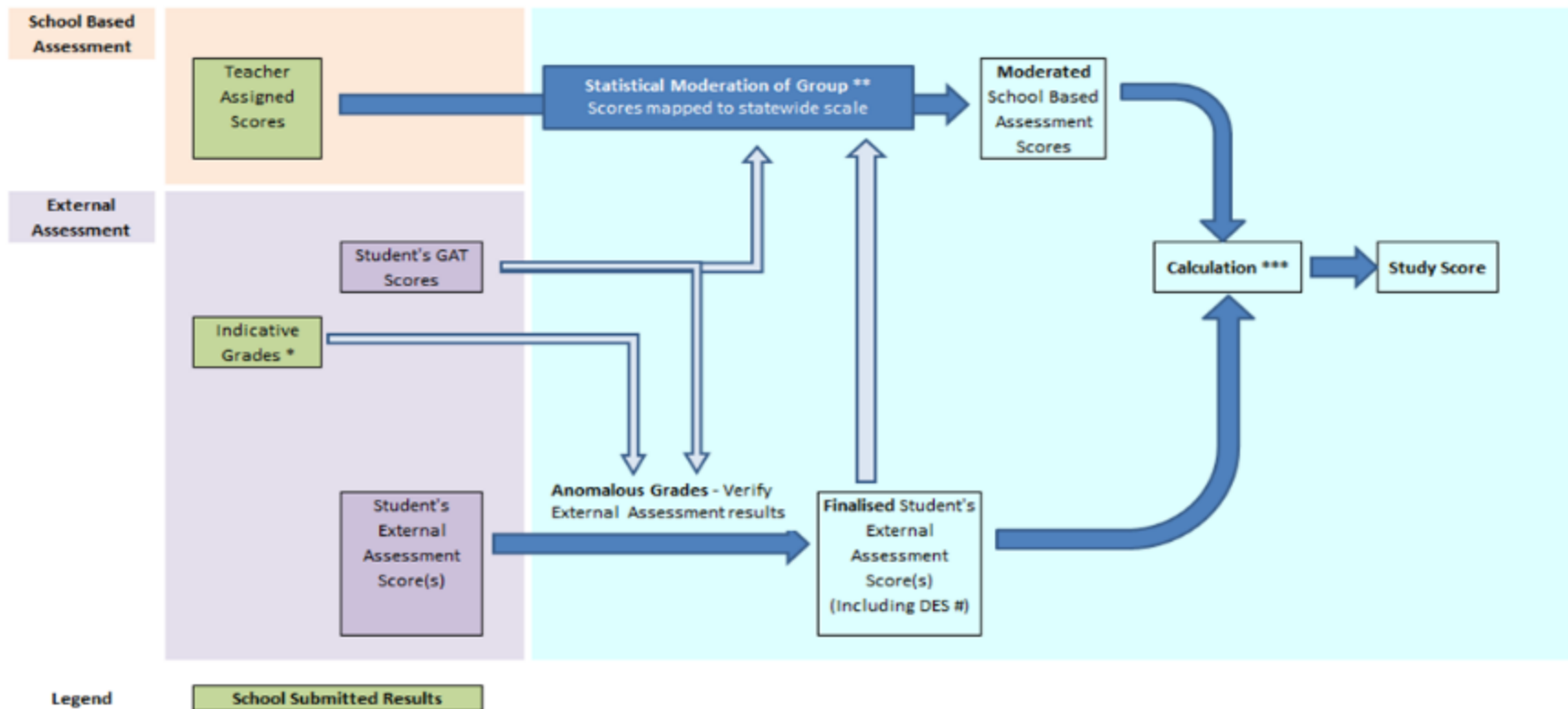
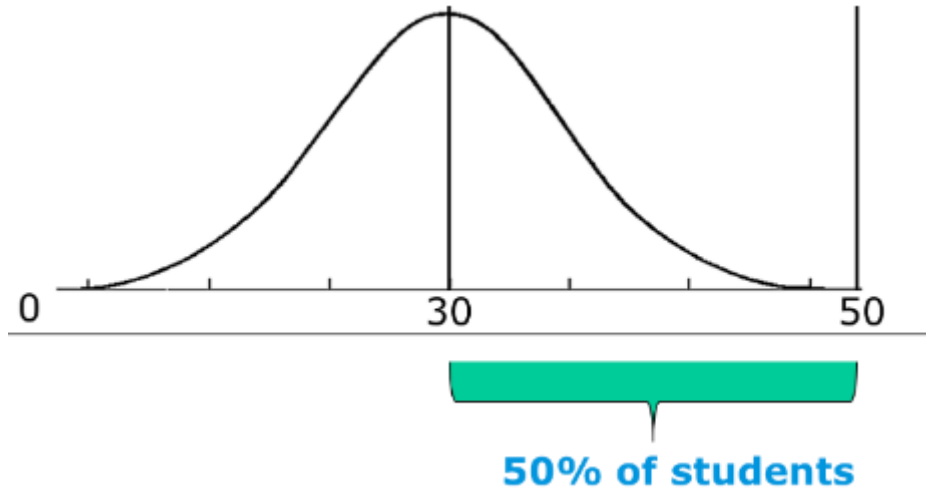


Figure 1 - VCAA - Process for Calculating a VCE Study Score



Study score

- A rank of a student's performance compared to all other students in Victoria in a study.
- Between 0 and 50.
- Most VCE studies (except small studies) have an average study score of 30 and standard deviation 7.



What is a study score?



- [How do you calculate a study score?](#)
- [Study Score examples](#)

Internal vs. external assessment

School-based assessment

- Level of achievement
- Rank order

External assessment

- Examination score (or DES)
- GAT

Statistical moderation

What is school-based assessment?



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
<p>Outcome 1</p> <p>Collect and analyse information from, and participate in, a variety of practical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.</p>	50	Structured questions that draw on primary data which analyses a movement skill using biomechanical and skill acquisition principles.
<p>Outcome 2</p> <p>Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.</p>	25	A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
	25	<p>A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.</p> <ul style="list-style-type: none"> • a practical laboratory report • a case study analysis • a data analysis • a critically reflective folio/diary of participation in practical activities • a visual presentation • a multimedia presentation • structured questions.
Total marks	100	

*School-assessed Coursework for Unit 3 contributes 25 per cent.

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

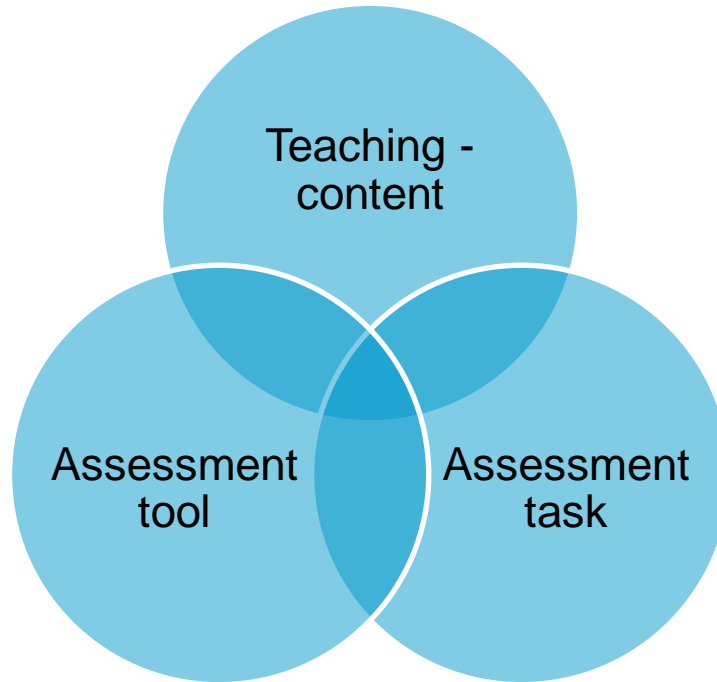
VCE Assessment principles

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

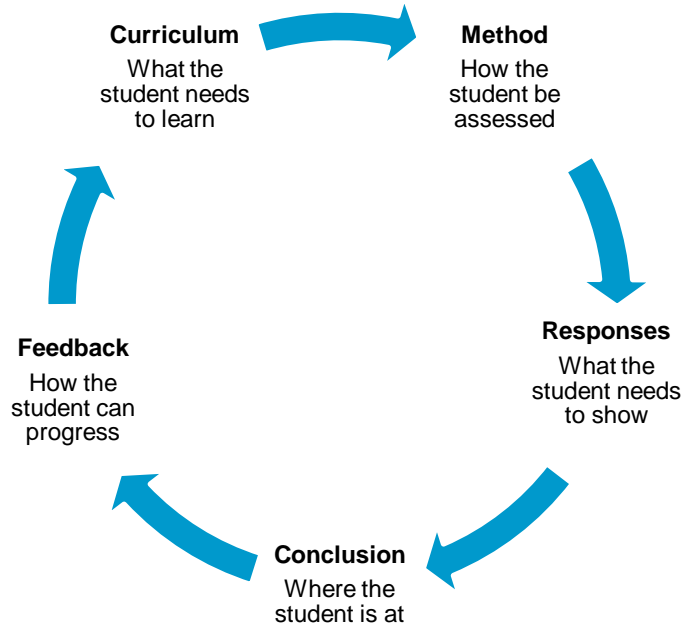
Efficient

- 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



What is the relationship between the teaching, the tool used to assess and the task?

Developing the task



- Compliant (with VCE assessment principles)
- Engaging
- Rigorous
- Accessible

who

- Consider the cohort of students

what

- Consider the Outcomes being assessed

when

- Consider the timing of the task

where

- Consider the conditions of assessment

why

- Consider the purpose of the task

how

- Consider the task type


Developing the task – Enacting the assessment principles.

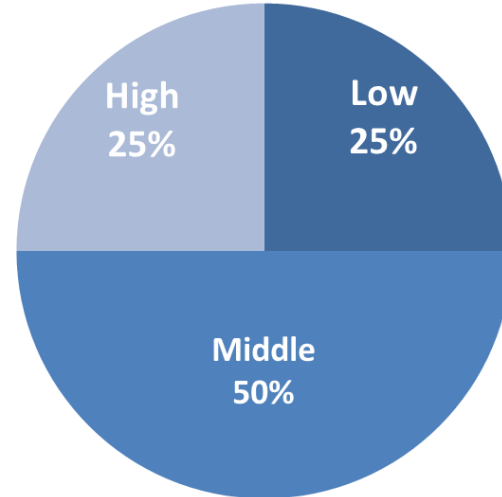
- assessment of **key knowledge, key skills, outcome statements** and **unit introduction**
- task must provide **opportunity for achievement of highest level of performance**
- assessment is **appropriate** for the student cohort
- **wording/language** is clear and appropriate for VCE students
- reflects **terminology** of study design

Developing the task – Enacting the assessment principles

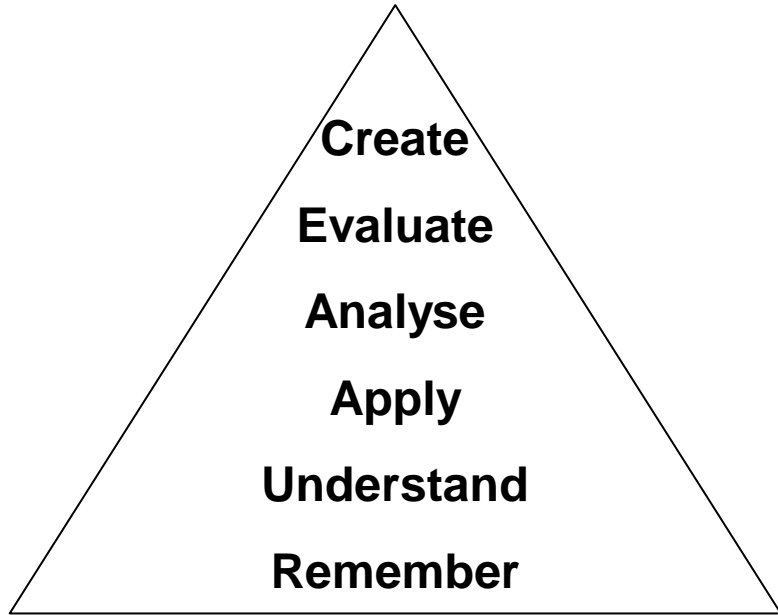
- minimise reading
- place stimulus material and other information close to the item
- stimulus, if included, must be used in the response
- place easier items earlier in the task where possible
- use a range of assessment types (use a taxonomy, SOLO, Blooms etc. to ensure a spread of responses)
- make sure the typical student can finish the SAC in the time available

Developing the task – Enacting the assessment principles

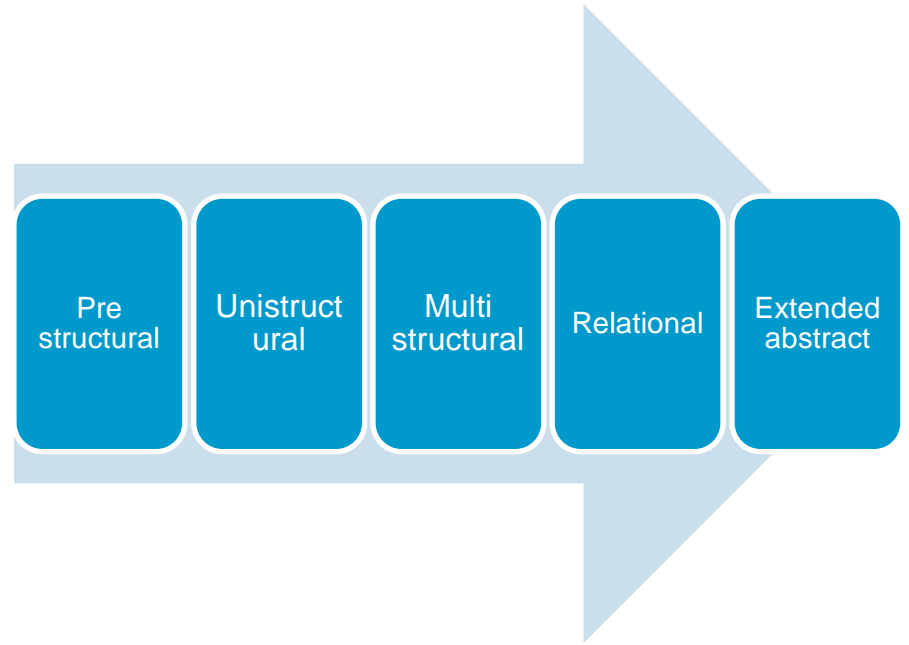
-  **25-50-25** rule of thumb
- **multiple entry points**
 - accessibility
- **differentiate**
 - extend the top end



Cognitive grid & command words



Blooms Taxonomy



Solo Taxonomy

Assessment Task types – VCE HPE units

Task types

- Written report
- Inquiry (research)
- Analysis (case study, data, media)
- Journal
- Reflective folio
- Structured questions
- Visual presentation (concept/mind map, digital, multimedia, oral, visual)
- Laboratory report

Task types – in summary

- Written reports generally have a prompt, an inquiry question, or a broad statement for students to respond to
- Lab reports should include aim, (method), results, discussion and conclusion.
- Reflective folio
- Data analysis – response must include reference and/or analysis of the data provided.
- Case study analysis – all responses must relate to the case study presented.

The assessment tool – How will assessment occur?

- Criteria sheet
- Rubric
- Performance descriptors
- Marking guide

The assessment tool – How will assessment occur?

- Ask yourself:
 - What skills/knowledge do you want students to demonstrate?
 - What evidence do you need?
 - How will you allocate marks?

Assessment tool example – 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.

Complete the table below to outline the importance of carbohydrates, protein and water in enhancing recovery during an AFLW preseason training program

3 marks

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

Assessment tool example - Criteria

Quality criteria	Insufficient evidence (0)	Low (1-2)	Medium (3-4)	High (5-6)
Use of data/examples	Does not use any data/examples	Lists data and/or examples from stimulus/data	Links data and/or examples to xxxxx (insert appropriate key knowledge)	Data/examples provide evidence to justify, evaluate (insert appropriate key knowledge)
Application of key knowledge	Does not identify any relevant knowledge	Identifies relevant knowledge	Describes relevant knowledge	Applies knowledge to specific examples within the context
2 nd key knowledge point if applicable				

Assessment tool example – performance descriptors

PHYSICAL EDUCATION SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
Unit 3 Outcome 2 Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
	Identifies some characteristics of the energy systems.	Limited explanation of the relationship between energy systems, physical activity and associated fatigue factors in relation to duration, intensity and type of activity.	Some analysis of the primary data to explain the relationship between energy systems, physical activity and associated fatigue factors in relation to duration, intensity and type of activity.	Detailed and accurate analysis of the primary data to explain the relationship between energy systems, physical activity and associated fatigue factors in relation to duration, intensity and type of activity.	Comprehensive and accurate analysis of the primary data to explain the relationship between energy systems, physical activity and associated fatigue factors in relation to duration, intensity and type of activity.
	Limited description of energy system interplay.	Few explanations of the interplay of the energy systems, using simple terminology.	Sound explanations of the energy system interplay, using some correct terminology.	Accurate and detailed explanations of energy system interplay using correct terminology.	Consistent use of accurate, thorough and comprehensive explanations of energy system interplay using correct terminology.
	Some acute responses to one or more of the cardiovascular, respiratory and muscular systems of the body are listed.	Acute responses to exercise of the cardiovascular, respiratory and muscular systems of the body are listed.	Some analysis of the acute physiological responses to exercise of the cardiovascular, respiratory and muscular systems of the body.	Detailed analysis of the acute physiological responses to exercise of the cardiovascular, respiratory and muscular systems of the body.	Thorough and insightful analysis of the acute physiological responses to exercise of the cardiovascular, respiratory and muscular systems of the body.
	Identification of some active and passive recovery strategies.	Active and passive recovery strategies are outlined.	Explanation of the appropriate use of active and passive recovery strategies.	Detailed explanation and justification of appropriate use of active and passive recovery strategies.	Thorough explanation and extensive justification of the appropriate use of active and passive recovery strategies.
	Little reference to or use of primary data.	Some reference to primary data.	Some analysis of primary data to support findings.	Detailed analysis of primary data to inform conclusions.	Comprehensive and detailed analysis of primary data to inform insightful conclusions.

Example – performance descriptors

Outcomes	Marks allocated*	Assessment tasks
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	25	<p>A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.</p> <ul style="list-style-type: none"> • a practical laboratory report • a case study analysis • a data analysis • a critically reflective folio/diary of participation in practical activities • a visual presentation • a multimedia presentation • structured questions.
Total marks	100	

X

✓✓

*School-assessed Coursework for Unit 3 contributes 25 per cent.

Assessment tool example – rubric

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

- Sophistication 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.

Outcome statement

Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Quality criteria

Action

Insufficient evidence

Low

Medium

High

Very High

Reference to specific outdoor experiences

Insufficient evidence

Lists relevant outdoor experiences

Links specific outdoor experiences to response

Analyses data collected in outdoor experiences

Uses outdoor experiences to support the explanations and evaluation of changes in relationships

Explain...

Insufficient evidence

Identifies relationships...

Describes...

Discusses....

Explains how relationships have changed over time

Evaluate...

Insufficient evidence

Identifies differences in relationships...

Outlines...

Compares and contrasts....

Evaluates how relationships with outdoor environments have changed over time



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?**

U3 specific assessment examples

Outcome	Task	Type	Description
1	1	Structured questions	Drawing on <u>primary data</u> which analyses a movement skill using biomechanical <u>and</u> skill acquisition principles.
2	1	Laboratory report	Based on <u>primary data</u> collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
2	2	Choice	Response focussing on energy system interplay, fatigue and/or recovery: a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio/diary of participation in practical activities, a visual presentation, a multimedia presentation, structured questions.

Unit 3 – School-based assessment

Outcome 1 - Task type

Structured questions that **draw on primary data** which analyses **a** movement skill using **biomechanical** and **skill acquisition** principles.

Data for SAC's

Primary

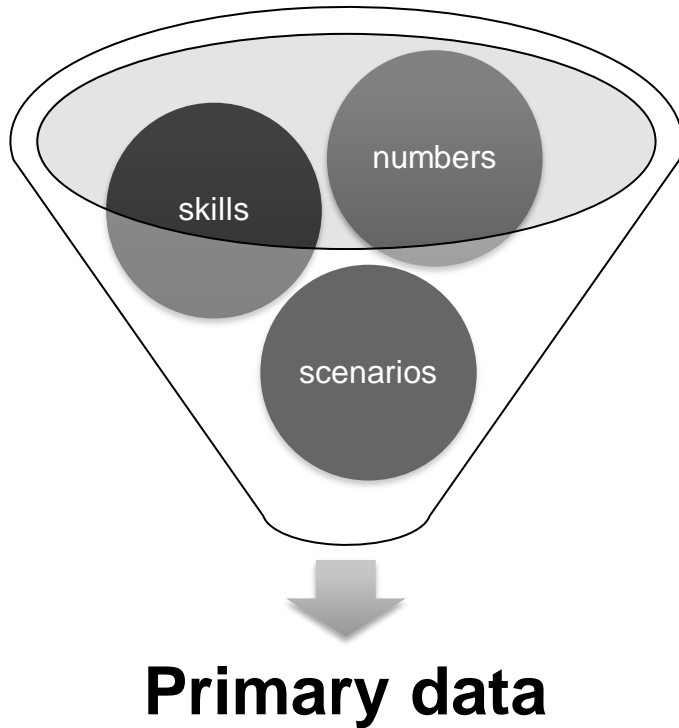
- I was involved in the data collection myself

Secondary

- Someone else collected the data

Structured questions that draw on primary data

- What data do you have?
- What is the data showing?
- List the applicable biomechanical principles
- List the applicable skill acquisition principles
- What could you ask students to do with the data?



Primary data formats

- Drawing from a constraints based (small sided) game
- Qualitative movement analysis description
- Digital recording of a performance (Videos/Photos)
- Split times taken for a particular performance.
- Distance measurements
- Others?

Structured questions - question types

Short answer

- be answerable in no more than a few lines

Sequential questions

- typically consist of several parts with a common stimulus.
 - Minimise sequential parts where the answer of one part are dependent on a correct answer to another part
 - Develop in complexity; increasing in difficulty through the question

Extended response

- require more than a few lines to demonstrate highest level of performance
- be accessible to all students
- be marked 'globally' focusing on the features and qualities of responses overall rather than counting a particular number of expected points
- comprise of questions of equal level of difficulty and similar scope where there are options.
- reward what has been done well – don't use a deficit model!

Structured questions - question types

Multiple choice – Unlikely to feature in U3 SAC 1

- have 1 answer
- do not include ‘all of the above’ or ‘both A and C’
- use plausible distractors
- Keep options similar length
- are not asked in the negative (ie. Which of the following is NOT an example of...)
- written as questions not incomplete statements
- avoid extremes (never, always, only)
- vary the placement of the answer

Unit 3 – School-based assessment

Outcome 2 - Task types

- A **laboratory report** based on **primary data** collected **during participation** in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
- A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.

a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio/diary of participation in practical activities, a visual presentation, a multimedia presentation or structured questions.

Unit 3 Laboratory Report (U3 O2) vs Written Report (U4)

Laboratory reports should communicate:

- What you did
- What you learnt
- Why does it matter

Laboratory reports and written reports should have the following common elements:

- Introduction (*Aim – could replace Introduction*)
- Discussion of Findings / Evaluation of Results
- Conclusion

A lab. report is not a set of structured questions based on a practical activity.

A Lab. Report should also uniquely contain a Method and Results section.

Laboratory Report

Introduction / Aim / Hypothesis

A laboratory report should have an introduction, or an aim or a hypothesis.

- An introduction sets out ‘what is being explored’.
- An aim will outline this through an investigative question that is to be answered.
- A hypothesis will be a statement that is to be proved or disproved.
- Changes to the respiratory system throughout the test including oxygen

The introduction etc. could be provided to students or they could be asked to come up with it as a learning activity prior to carrying out the laboratory activity.*

Laboratory Report

Method

- Outline what steps will be undertaken during the data collection phase of the activity.

Results

- A lab report must have a results section (primary data collection). This is what can separate it from a 'Written Report', which can be written based on data/information provided (secondary data).

Laboratory Report

Evaluation / Discussion of Results

Students should complete a write up of their laboratory results **by making direct reference to the data* collected** and include the following:

- Discuss the acute physiological responses to activity at the cardiovascular system
- Changes to the respiratory system throughout the test including oxygen deficit, steady state and EPOC (if relevant)
- Discuss the acute muscular responses during the activity, including any fatigue related factors
- Compare the production of ATP from the three energy systems throughout the activity, including recovery (active vs. passive)

Laboratory Report

Conclusion

Students should summarise and succinctly present the key findings of the laboratory. The purpose of any conclusion at the end of a laboratory is for the reader to be able to access:

- **a summary of the major findings,**
- **references to graphs and tables,**
- **possible limitations and improvements**

Unit 3 Outcome 2 – Task 2

A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.

- a practical laboratory report
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a multimedia presentation
- structured questions.

Structured questions conundrum

- **Problem?**

Examination is a set of structured questions, so the principle of ‘specificity’ would assume that this task should be adopted more often than not?

- **Reality?**

The purpose of school-based assessment is to assess student achievement in the particular outcome.

The purpose of school-based assessment is not to prepare students for the examination.

*Students should **have an opportunity to access various types of assessment**, acknowledging that not every student will benefit from/prefer structured questions & therefore this does not provide them with the best opportunity to show their understanding.*

Structured questions conundrum

Why is it important to vary assessment types? **Balanced assessment**

Tennis analogy – To be number 1 in the world requires ability to perform on all surfaces, across all events, not just the Grand Slams. Two grand slams are on hard court surfaces, so it makes sense to lean this way. However, the skills developed in the ‘standard tournaments’ (on other surfaces), will assist in the grand slams.

Also, to be number 1, does not require the best performance in each tournament. Those athletes who might perform best on a particular surface, should have the opportunity to excel on that surface (& not made to play all matches on the Grand Slam surface).

Case Study

What is a case study?

- is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the real-world. Case study analyses requires students to practice applying knowledge and thinking skills to a real situation. Students should be analysing, applying knowledge, reasoning and drawing conclusions.

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.

Source:

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

World athletics championships 2019 (marathon) - Qatar

- This event commenced at midnight in an attempt to avoid the middle eastern heat. The event still was raced in 30 degree heat.
- Callum Hawkins a good case study to focus on.

<https://www.youtube.com/watch?v=yHY0s3RE0S0>

Case study possibilities

- Provide a news article about the event.
- Provide the YouTube clip to be viewed (2:00 point of event/2:13 of clip good starting point) prior to task. Could accompany this with key knowledge/key skills that students will be required to focus on within the task.

Callum Hawkins

Analyse Callum Hawkins from the 38km to the finish.

At approximately the 38km mark, the British Athlete recorded a 1km split, 10 seconds faster than the leading group of three runners that allowed him to join with this group. He then maintains his position with this group for the next 2km, but at approx. the 40km mark he loses contact again from these leading runners who surge away.

What enabled him to rejoin the lead group? What prevented him from finishing first?

- describe, using appropriate terminology, the interplay and relative contribution of the energy systems
- explore the relationship between the energy systems during physical activity and recovery
- explain the changes in oxygen demand and supply at rest, and during sub-maximal and maximal activity
- explain the fatiguing factors associated with the use of the three energy systems under varying conditions.

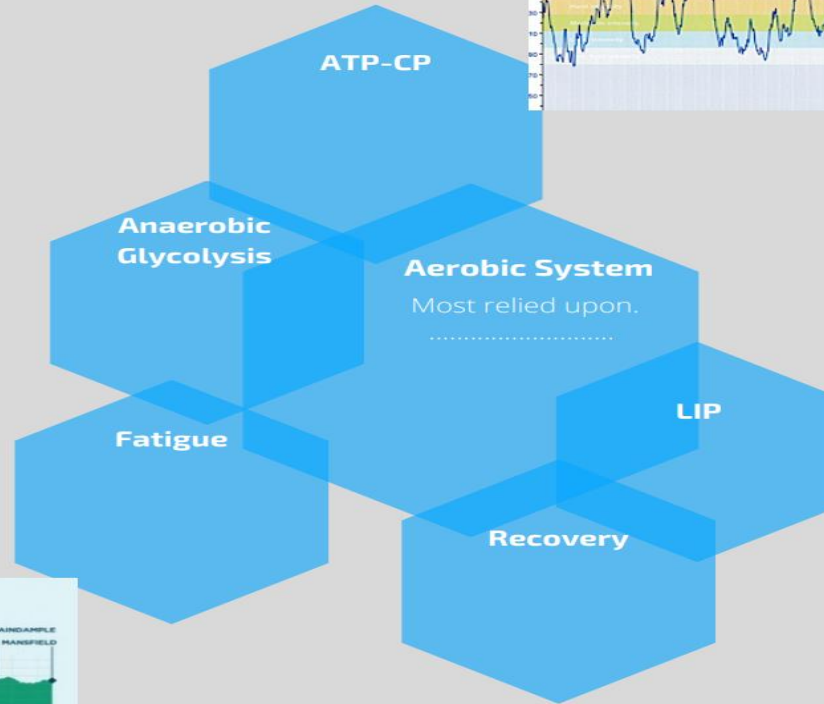
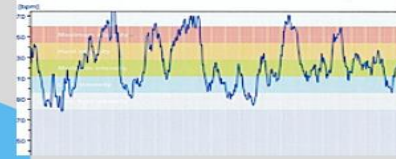
Visual presentation

Energy system interplay, fatigue and recovery during a 120km road cycling trip.

Interplay statement.....

https://en.wikipedia.org/wiki/Data_science

Tallarook to Mansfield



Graphs - <https://afamilycyclist.wordpress.com/mansfield-to-tallarook-labour-day-long-weekend-2018/>

Oral - Podcast

How to develop a Podcast

Why are you Doing a Podcast?

Who is Your Podcast for?

Why Should they Listen?

Naming your Podcast

How Long Should an Episode be?

How Often Should I Release an Episode?

Choosing Good Episode Titles

Choosing a Podcast Format

Recording Equipment

Recording & Editing Software

Scripting your Show

How to Talk into a Mic

Recording Remote Guests or Co-Hosts

Editing your Podcast

Music for your Podcast

Creating Podcast Coverart

How to Publish your Podcast

Next Steps After you Launch



<https://www.thepodcasthost.com/planning/how-to-start-a-podcast/>

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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