**VCE Physical Education (Units 3 and 4: 2018–2024)**

School-based assessment report

GENERAL COMMENTS

This report provides advice for the first year of implementation of the [*VCE Physical Education Study Design 2018–2024*](https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf). The [VCE Physical Education *Advice for teachers*](https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationAFT_2017.docx) provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4. Other support materials for the study can be found on the [VCE Physical Education study page](https://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx) on the VCAA website. These include a [Study Summary](https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/Study-summary-physical-education.docx), [Frequently Asked Questions](https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/Physical_education_Units3and4_FAQs.docx) and [Resources](https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducation_resources_2017.docx).

The results of the School-based Assessment Audit indicated that schools audited were utilising the task types from the prescribed list of SAC tasks in the study design. The schools audited had policies and procedures in place to ensure the validity of the assessment. They also provided students with clear instructions and assessment timelines which are important for time management and planning. It is important for schools to provide students with advice about the outcomes key knowledge and key skills, and timing and conditions under which they will be assessed.

Schools audited also indicated that a range of resources were used to assist in teaching and assessment practices for Units 3 and 4 VCE Physical Education including the *Advice for teachers* and a variety of professional networks. All schools audited noted that they used a combination of the VCAA Examination Reports, Statistical Moderation Report and School-assessed Coursework/School-based Assessment Reports to further develop professionally.

Schools should note that all requested materials should be submitted for the SBAA Audit. If all material is not submitted, a judgment cannot be made, which results in the Audit Panel requesting further evidence to establish if the SAC tasks meet the requirements of the VCAA.

It was apparent from the audit responses that some schools were unsure of the distinction between satisfactory completion of VCE units and determining a students’ level of achievement. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools, which may include SAC tasks, related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. SAC tasks assess each student’s level of achievement in Unit 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design.

Students have the opportunity to redeem their results if the teacher determines that work submitted does not meet the required standard for satisfactory completion. The audit revealed that school redemption strategies are an area that should be considered in greater detail. Schools need to provide further information in their audit questionnaire about the strategies that are in place to provide students with the opportunity to redeem an S.
A student may only submit additional work, or resubmit a SAC for reconsideration, to redeem an S for the outcome and may not resubmit to improve a school-based assessment score.

Cross-marking and/or moderation procedures reported in the audit process highlighted a need for schools to have well established and consistent processes to ensure that all student work is graded equitably. If there is more than one class of Physical Education in the school, the VCAA expects the school to apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Schools that could not substantiate this process in the audit questionnaire were required to provide further evidence.

Results of the School-based Assessment Audit indicated that an exceptionally high number of schools used commercially-produced tasks. Schools indicated they reviewed the tasks against the suitability of task type, key knowledge and key skills from the study design to ensure that the task itself met the requirements of the study, however, it was evident from the tasks submitted that most schools are not sufficiently modifying these tasks. It is imperative that commercially-produced tasks are substantially modified to maintain equity for all, as well as reducing authentication issues which may arise as these tasks are readily accessible by students as they are in the public domain. Commercially-produced tasks are written for a generic audience and schools and teachers are encouraged to consider whether these tasks best enhance the learning outcomes of their cohort of students and the context in which they learn. Where commercially-produced tasks are being used for school-based assessment it is the responsibility of the school to ensure the tasks meet the requirements of the study design and that modifications are made for authentication purposes.

Exemplary SAC tasks were well-designed, representative of the content (key knowledge and key skills underpinning the outcome) and allowed students the opportunity to demonstrate the highest level of performance. These tasks often utilised a taxonomy, such as Bloom’s, in conjunction with the command terms used in the study design, to ensure accessibility for all students, as well as challenging higher achieving students and allowing for differentiation. SAC tasks developed by schools and teachers offer the additional advantage of being tailored to the specific cohort of students and written in the context of the individual learning environment.

SPECIFIC INFORMATION

Unit 3: Movement skills and energy for physical activity

Outcome 1

*Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.*

**Task type**

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

Results of the School-based Assessment Audit revealed that schools were using the prescribed task type, structured questions, to assess students in Unit 3, Outcome 1. Outcome 1 requires students to participate in a variety of physical activities and collect primary data to then analyse through a series of structured questions. The collection and analysis of primary data was not evident in many of the submissions. The intent of the physical activities is to enable students to collect primary data which then forms the basis of the SAC task. Primary data collected from student involvement in practical activities may include numerical data, visual evidence and written observations. Students should be provided with opportunities to collect and record data as well as to take part in the movement experiences being analysed. Where students are collecting data for analysis, the process may involve the whole group or small groups of students; however, the analysis of data must be an individual task. The *Advice for teachers* contains several ideas of suitable practical activities that would provide sufficient primary data.

Many SAC tasks submitted through the audit process did not contain primary data or utilised only one source of primary data, therefore not meeting the requirements of Outcome 1. Each question in the SAC task must relate to a primary data source. Some tasks commenced with multiple-choice questions that were unrelated to any primary data. These seemed to be an ad hoc addition to the task and should be excluded in the future unless specifically related to the primary data in the task.

The use of commercially-produced tasks where the data is supplied does not constitute primary data and therefore does not meet the requirements of the study design. It is not sufficient for questions to generically refer to ‘practical activities undertaken in class’ and for students to relate responses to practical activities where specific data has not been collected.

Generally, most schools assessed Outcome 1 through a single task of approximately
50-60 minutes under test conditions. Where the outcome was assessed through two or more tasks, schools and teachers are reminded that the analyses of a movement skill should be conducted using both biomechanical and skill acquisition principles.

**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.*

**Task type**

* 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.

AND

* 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.

The first SAC task in Outcome 2 requires students to analyse primary data. The use of primary data in the laboratory report in Outcome 2 was more evident than in Outcome 1. However, similar problems were evident in relation to primary data when schools reported the use of unmodified commercially-produced tasks. Any data supplied by an outside organisation is considered secondary data and therefore does not meet the requirements of the study design. Schools and teachers are encouraged to complete practical activities that allow students to collect primary data in class and to then design SAC tasks that allow students to analyse the data collected to determine the relative contribution of the energy systems and acute responses to exercise. A detailed example of a laboratory activity that meets the requirements of the study design can be found on pages 24–25 of the *Advice for teachers.*

The second task in Outcome 2 can be selected from the list above. Schools overwhelmingly selected to use case studies and structured questions for this task. None of the schools audited utilised either the critically reflective folio/diary of participation in practical activities, a visual presentation or multimedia presentation. Schools and teachers are encouraged to use assessment instruments that provide a range of opportunities for students to demonstrate, in different contexts and modes, the knowledge, skills, understandings and capacities set out in the curriculum, while managing to balance student workload.

The most significant issues with schools not meeting VCAA requirements in the audit for this outcome related to the use of commercially-produced tasks. Tasks need to be modified substantially to reduce the possibility of authentication problems arising.

Assessment

Most schools reported through the School-based Assessment Audit that they were using VCAA performance descriptors provided in the Advice for teachers with modification, supported by school-developed or commercially-produced marking guides. The task weightings reflected those stipulated in the *VCE Physical Education Study Design* and schools generally used the number of tasks stipulated in the study design.

SPECIFIC INFORMATION

Unit 4: Training to improve performance

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.*

**Task type**

* 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.

Most SAC tasks submitted through the audit did not utilise the correct format as specified in the *VCE Physical Education Study Design*. Specifically, the task format required the completion of a written report. A majority of schools submitted tasks that utilised a structured question format which does not meet the specified requirements of a written report. A detailed example of a written report that meets the requirements of the study design can be found on pages 30–31 of the *Advice for teachers.* Some tasks commenced with multiple-choice questions, which are not compliant with the format required for a written report.

The use of commercially-produced tasks that are not in the correct format, or specify that they are structured questions, are not acceptable tasks for determining student achievement of the outcome.

Generally, most schools assessed Outcome 1 through a single task of approximately
50-60 minutes under test conditions, allowing teachers to make a judgment on student achievement.

Outcome 2

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

**Task type**

* 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.

AND

* 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.

AND

* 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:
	+ a case study analysis
	+ a data analysis
	+ structured questions.

The first task in Outcome 2 requires students to participate in a minimum of five different training sessions utilising a different training method in each session. At the completion of each training session, students are required to write a reflection on their experiences in relation to physiological, psychological and sociological data. While it is not essential to complete the reflection immediately after the activity, it is intended that the reflection is completed shortly after the activity; it should also be completed under conditions where student work can be authenticated. A number of schools took a summative approach to this task after students had completed all of the training sessions, in a format similar to a set of structured questions. This is not a reflective folio. The reflective folio is a collection of the student’s responses that draw on the practical experiences they have undertaken. The folio becomes the record of these experiences on which they can then use when completing the written report. The reflective folio is not meant to be an onerous task and could be completed effectively within ten to fifteen minutes post training session.

The task type for the second task in Outcome 2 is a written report. As per Outcome 1 most SAC tasks received through the audit utilised structured questions which do not align with the specified requirements of a written report. In several instances, the format of utilising structured questions precluded students from drawing on their experiences recorded in the reflective folio.

Generally, most schools assessed Outcome 2 task two through a single task of approximately 50-60 minutes under test conditions.

The third task in Outcome 2 can be selected from a case study analysis, a data analysis or structured questions. Schools overwhelmingly selected to use structured questions for this task. Schools and teachers are encouraged to use assessment instruments that provide a range of opportunities for students to demonstrate, in different contexts and modes, the knowledge, skills, understandings and capacities set out in the curriculum, while managing to balance student workload.

Any commercially-produced tasks need to be modified substantially to reduce the possibility of authentication problems arising. In some instances, commercially-produced tasks appeared to place undue pressure on students by the scope of task as they appeared to be significant in terms of time required for completion.

Assessment

Most schools reported through the School-based Assessment Audit that they were using VCAA performance descriptors provided in the Advice for teachers with modification, supported by school-developed or commercially-produced marking guides. The task weightings reflected those stipulated in the VCE Physical Education Study Design and schools generally used the number of tasks stipulated in the study design.