



Sample assessment task

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| Year level | 9 |
| Learning area | Health and Physical Education |
| Subject | Physical Education |
| Title of task | Physical Education log |

Task details

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|---------------------------------|---|
| Description of task | Students reflect on personal performance and respond to questions about some theoretical concepts of Physical Education |
| Type of assessment | Summative |
| Purpose of assessment | <ul style="list-style-type: none"> To provide students with the opportunity to reflect on their performance in various contexts, as well as respond to questions about the theoretical aspects of the syllabus To assess students' understanding of the theoretical aspects of the syllabus and their ability to self-assess their own performance at the beginning and end of each sport studied |
| Assessment strategy | <p>Written, oral, digital or observation work*, or any combination of these</p> <p>* This task includes an example of a written Physical Education log. Syllabus content assessed as part of this task may also be assessed using a range of appropriate tools, such as:</p> <ul style="list-style-type: none"> verbal questioning and recording of student responses (using checklists or and/video recordings); observation and recording of student performances (using checklists and/or assessment rubrics); and/or student digital portfolios. |
| Evidence to be collected | Student log |
| Suggested time | Student logs will be distributed at the beginning of the year. Students will be provided with opportunities throughout the year to complete relevant sections. Students will be required to submit completed logs at the end of Term 3. |

Content description

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|---|---|
| Content from the Western Australian Curriculum | <p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> flexibility strength balance endurance <p>Description of movement using basic kinematic and kinetic terms, such as:</p> <ul style="list-style-type: none"> projectile motion summation of forces <p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p> |
|---|---|

Task preparation

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| Prior learning | This task is designed to be incorporated into the delivery of the syllabus throughout the year, with students completing sections as required following lessons designed to teach specific content. |
| Assessment differentiation | Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |
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Assessment task

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| Assessment conditions | Students will complete sections of the log as required throughout the year. |
| Resources | Year 9 Physical Education log |

Instructions for teacher

Physical Education Log

In practical lessons, students will:

- practise and develop sport/activity-specific skills and concepts
- in a practical context, develop knowledge and understanding of concepts relating to Understanding movement including: projectile motion and summation of forces
- demonstrate teamwork in a way that supports the participation of others – participation will involve classmates of various abilities so they are to apply codes of behaviour that are fair and supportive of the ongoing participation of all students
- receive and be expected to respond to feedback from the teacher
- apply their individual and game skills.

Students should be provided with multiple opportunities to complete sections of the log, such as when a new concept is introduced.

Instructions to students

Throughout the year, during your Physical Education lessons, you will have the opportunity to learn, through practical activities, a number of theory concepts. You will get time to complete various sections of the student log that relate to the concepts covered in class.

All sections of your log must be completed and submitted by the last lesson in Term 3.

Sample marking key

| Description | Marks |
|---|----------|
| <p>1. The body's responses during physical activity (8 marks)</p> <p>Describe what is meant by the following terms in the context of physical activity:</p> <ul style="list-style-type: none"> • flexibility • strength • balance • endurance | |
| Provides a clear description which includes relevant information that links flexibility to physical activity. | 2 |
| Provides a brief description with minimal detail that links flexibility to physical activity. | 1 |
| | 2 |
| Provides a clear description which includes relevant information that links strength to physical activity. | 2 |
| Provides a brief description with minimal detail that links strength to physical activity. | 1 |
| | 2 |
| Provides a clear description which includes relevant information that links balance to physical activity. | 2 |
| Provides a brief description with minimal detail that links balance to physical activity. | 1 |
| | 2 |
| Provides a clear description which includes relevant information that links endurance to physical activity. | 2 |
| Provides a brief description with minimal detail that links endurance to physical activity. | 1 |
| | 2 |
| <p>2. Terms used in physical activities or sport (4 marks)</p> <p>Describe the following terms when used in physical activities or sport:</p> <ul style="list-style-type: none"> • projectile motion • summation of forces | |
| Provides a clear description which includes relevant information that links projectile motion to physical activity. | 2 |
| Provides a brief description with minimal detail that links projectile motion to physical activity. | 1 |
| | 2 |
| Provides a clear description which includes relevant information that links summation of forces to physical activity. | 2 |
| Provides a brief description with minimal detail that links summation of forces to physical activity. | 1 |
| | 2 |

| | |
|---|----------|
| <p>3. Personal skills during physical activity (6 marks)</p> <p>Describe a situation either in class or in sport when you or a member of your class/team showed each of the following:</p> <ul style="list-style-type: none"> • leadership • teamwork • motivation | |
| Provides a clear description which includes appropriate and relevant information where leadership was demonstrated during physical activity. | 2 |
| Provides a brief description with minimal detail, including some information where leadership was demonstrated during physical activity. | 1 |
| | 2 |
| Provides a clear description which includes appropriate and relevant information where teamwork was demonstrated during physical activity. | 2 |
| Provides a brief description with minimal detail, including some information where teamwork was demonstrated during physical activity. | 1 |
| | 2 |
| Provides a clear description which includes appropriate and relevant information where motivation was demonstrated during physical activity. | 2 |
| Provides a brief description with minimal detail, including some information where motivation was demonstrated during physical activity. | 1 |
| | 2 |
| <p>4. Skills and tactics (8 marks)</p> <p>Consider two sports you have learnt in class this year. Identify two skills and two tactics in each sport and explain how you can use them to help you perform better in other sports.</p> | |
| Sport 1: _____ | |
| Identifies two skills and explains how the skills can help perform better in other sports. | 2 |
| Identifies one skill and explains how the skill can help perform better in other sports. | 1 |
| | 2 |
| | |
| Identifies two tactics and explains how the tactics can help perform better in other sports. | 2 |
| Identifies one tactic and explains how the tactic can help perform better in other sports. | 1 |
| | 2 |
| Sport 2: _____ | |
| Identifies two skills and explains how the skills can help perform better in other sports. | 2 |
| Identifies one skill and explains how the skill can help perform better in other sports. | 1 |
| | 2 |
| Identifies two tactics and explains how the tactics can help perform better in other sports. | 2 |
| Identifies one tactic and explains how the tactic can help perform better in other sports. | 1 |
| | 2 |

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|---|-----------|
| 5. Ethical behaviour during physical activities (4 marks) Provide four examples of how participants in physical activities can demonstrate ethical behaviour. | |
| Provides four appropriate examples in a sporting context that demonstrate ethical behaviour. | 4 |
| Provides three appropriate examples in a sporting context that demonstrate ethical behaviour. | 3 |
| Provides two appropriate examples in a sporting context that demonstrate ethical behaviour. | 2 |
| Provides one appropriate example in a sporting context that demonstrate ethical behaviour. | 1 |
| | 4 |
| Total | 30 |



PHYSICAL EDUCATION LOG

PHYSICAL EDUCATION YEAR 9

Name

Throughout the year you will complete:

- practical performances in a variety of sports/activities and reflect on these
- responses to the questions relating to *Understanding movement* and *Learning through movement*.

This log must be submitted by the last lesson in Term 3.

Section 1: Practical performance

Sport/activity 1: _____

Sport/activity 2: _____

Sport/activity 3: _____

(modify as appropriate)

In practical lessons, you will:

- practise and develop sport/activity-specific skills and concepts
- in a practical context, develop knowledge and understanding of concepts relating to Understanding movement, including: projectile motion and summation of forces
- demonstrate teamwork in a way that supports the participation of others – participation will involve classmates of various abilities so you are to apply codes of behaviour that are fair and supportive of the ongoing participation of all students
- receive and be expected to respond to feedback from your teacher
- apply your individual and game skills.

Note: You may use modified equipment (where appropriate) if that helps you to demonstrate your skill level.

Sport/activity 1: _____ movements, tactics and teamwork
(modify as appropriate)

Sport/activity – specific skills

The following individual skills will be taught and assessed in this module:

-
-
-
-
-

The following game skills will be taught and assessed in this module:

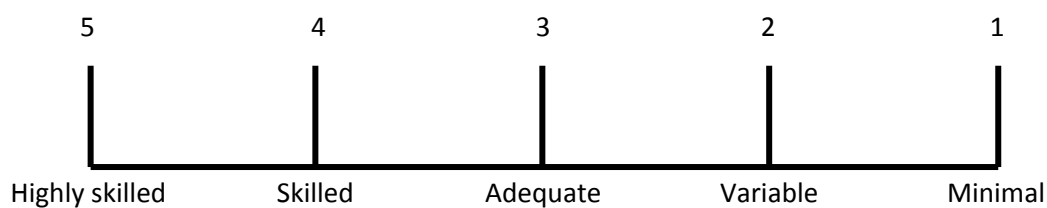
-
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Self-assessment

1. Following the first lesson, summarise your overall ability level in this sport/activity.

2. Rate your ability level (1–5) at the start and at the end of the module in each of the skills, using the scale below.

| Skill | Before (1–5) | After (1–5) |
|-------|--------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |



3. Following the completion of the module, summarise your overall ability level in this sport/activity.

Sport/activity 2: _____ movements, tactics and teamwork
(modify as appropriate)

Sport/activity – specific skills

The following individual skills will be taught and assessed in this module:

-
-
-
-
-

The following game skills will be taught and assessed in this module:

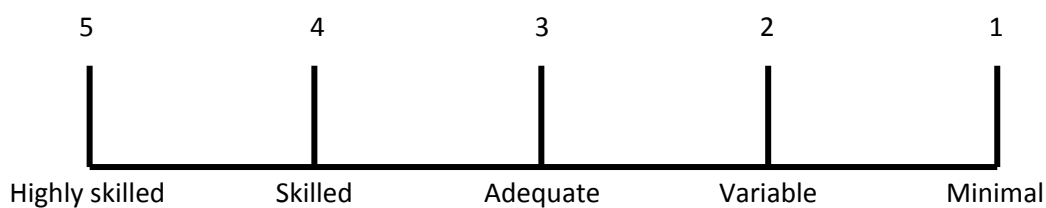
-
-
-
-
-

Self-assessment

1. Following the first lesson, summarise your overall ability level in this sport/activity.

2. Rate your ability level (1–5) at the start and at the end of the module in each of the skills using the scale below.

| Skill | Before (1–5) | After (1–5) |
|-------|--------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |



3. Following the completion of the module, summarise your overall ability level in this sport/activity.

Sport/activity 3: _____ movements, tactics and teamwork
(modify as appropriate)

Sport/activity – specific skills

The following individual skills will be taught and assessed in this module:

-
-
-
-
-

The following game skills will be taught and assessed in this module:

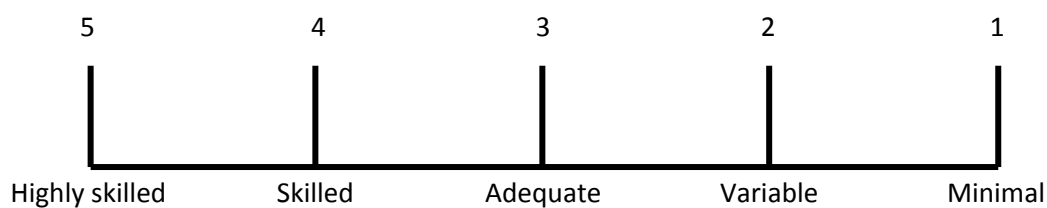
-
-
-
-
-

Self-assessment

1. Following the first lesson, summarise your overall ability level in this sport/activity.

2. Rate your ability level (1–5) at the start and at the end of the module in each of the skills using the scale below.

| Skill | Before (1–5) | After (1–5) |
|-------|--------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |



3. Following the completion of the module, summarise your overall ability level in this sport/activity.

Section 2: Understanding and learning through movement

This section is to be completed throughout the year and submitted by the end of Term 3.

1. The body responds in a number of ways during physical activity. Describe what is meant by the following terms in the context of physical activity:

a) Flexibility _____

b) Strength _____

c) Balance _____

d) Endurance _____

2. Describe the following terms when used in physical activities or sport:

a) Projectile motion _____

b) Summation of forces _____

3. Describe a situation, either in class or in sport, when you or a member of your class/team showed:

a) Leadership _____

b) Teamwork _____

c) Motivation _____

4. Consider **two** sports you have learnt in class this year. Identify **two** skills and **two** tactics in each sport and explain how you can use them to help you perform better in other sports. You can include a diagram in the space below to assist with your explanation.

Sport 1 _____

Skill 1 _____

Explanation

Skill 2 _____

Explanation

Tactic 1 _____

Explanation

Tactic 2 _____

Explanation

Sport 2 _____

Skill 1 _____

Explanation

Skill 2 _____

Explanation

Tactic 1 _____

Explanation

Tactic 2 _____

Explanation

5. Provide **four** examples of how participants in physical activities can demonstrate ethical behaviour.

1. _____

2. _____

3. _____

4. _____

