



Sample assessment task

Year level	10
Learning area	Health and Physical Education
Subject	Physical Education
Title of task	Physical Education log
Task details	
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 and/or 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

Content from the Western Australian Curriculum	<p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> hydration perceived exertion rating <p>Biomechanical concepts:</p> <ul style="list-style-type: none"> acceleration absorption of force by the body <p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> motivation team-work leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>
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Task preparation

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.

Assessment task

Assessment conditions	Students will complete sections of the log as required throughout the year.
Resources	Year 10 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: acceleration and absorption of force by the body
- 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
1. Improving fitness (6 marks)	
a) What is meant by maximum heart rate?	
Provides a clear description which includes appropriate and relevant information.	2
Provides a brief description with minimal detail, including some information.	1
	2
b) How do you calculate a person's maximum heart rate?	
Provides a clear description which includes appropriate and relevant information, i.e. correct calculation $220 - \text{age}$.	2
Provides a brief description with minimal detail, including some information.	1
	2
c) How does regular physical activity help a person's maximum heart rate?	
Provides a clear description which includes appropriate and relevant information.	2
Provides a brief description with minimal detail, including some information.	1
	2
2. Body's responses to physical activity (9 marks)	
List and explain three short term ways that the body responds to physical activity.	
For each of three ways the body responds to physical activity:	
Lists the response.	1
Provides a clear explanation of the response.	2
Provides a brief explanation of the response with minimal detail.	1
	3
3. Biomechanical concepts (6 marks)	
Define and provide an example of the following biomechanical concepts in relation to human movement: For each of:	
<ul style="list-style-type: none"> • acceleration • absorption of force 	
Clearly defines the biomechanical concept of acceleration in relation to human movement.	2
Defines the biomechanical concept of acceleration in relation to human movement with minimal information.	1
Provides an appropriate example of acceleration in relation to human movement.	1
	3
Clearly defines the biomechanical concept of absorption of force in relation to human movement.	2
Defines the biomechanical concept of absorption of force in relation to human movement with minimal information.	1
Provides an appropriate example of absorption of force in relation to human movement.	1
	3

4. Terminology (6 marks) Describe what is meant by the terms in relation to physical activities:	
<ul style="list-style-type: none"> • motivation • teamwork • leadership 	
Provides a clear description which includes appropriate and relevant information where motivation is demonstrated during physical activity.	2
Provides a brief description with minimal detail, including some information where motivation is demonstrated during physical activity.	1
	2
Provides a clear description which includes appropriate and relevant information where teamwork is demonstrated during physical activity.	2
Provides a brief description with minimal detail, including some information where teamwork is demonstrated during physical activity.	1
	2
Provides a clear description which includes appropriate and relevant information where leadership is demonstrated during physical activity.	2
Provides a brief description with minimal detail, including some information where leadership is demonstrated during physical activity.	1
	2
5. Ethical behaviour during physical activities (9 marks) Identify and explain three examples of how participants can demonstrate ethical behaviour in physical activities/sporting context.	
For each of three examples:	
Provides an appropriate example	1
Explains how the example of ethical behaviour in physical activities/sporting context can be demonstrated by participants.	2
Provides a simple explanation of how the example of ethical behaviour in physical activities/sporting context can be demonstrated by participants.	1
	3
6. Fair play and ethical behaviour (6 marks) Explain three positive effects of fair play and ethical behaviour on the activity and the participants.	
For each of three positive effects:	
Explains how ethical behaviour in physical activities/sporting context can affect the activity or the participants.	2
Provides a simple explanation of how ethical behaviour in physical activities/sporting context can affect the activity or the participants.	1
	2
Total	42



PHYSICAL EDUCATION LOG

PHYSICAL EDUCATION YEAR 10

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 booklet 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: acceleration and absorption of force by the body
- 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.

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:

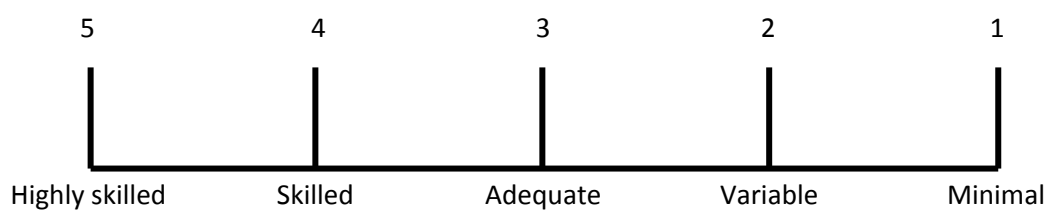
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Self-assessment

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	After



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:

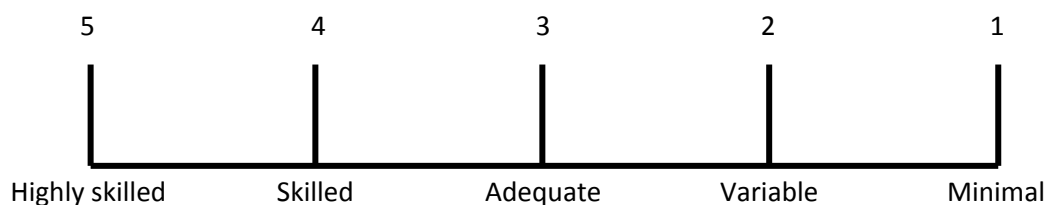
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Self-assessment

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 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:

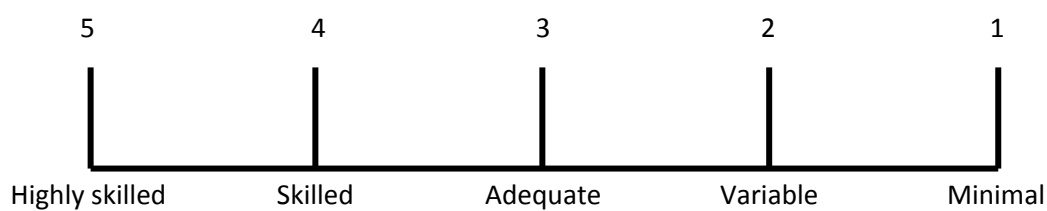
-
-
-
-
-

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. Physical activity can help improve health and fitness by improving maximum heart rate.

a) What is meant by maximum heart rate? _____

b) How do you calculate a person's maximum heart rate? _____

c) How does regular physical activity help a person's maximum heart rate?

2. List and explain **three** short-term ways that the body responds to physical activity.

3. Define and provide an example of the following biomechanical concepts in relation to human movement:

a) acceleration _____

b) absorption of force _____

4. Describe what is meant by the terms in relation to physical activities:

a) motivation _____

b) teamwork _____

c) leadership _____

5. Identify and explain **three** examples of how participants can demonstrate ethical behaviour in physical activities/sporting context.

1. _____

2. _____

3. _____

6. Explain **three** positive effects of fair play and ethical behaviour on the activity and the participants.

1. _____

2. _____

3. _____

