Physical Education marking guide and response

External assessment 2023

Combination response (54 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and explain energy, fitness and training concepts and principles about movement
4. analyse and synthesise data to devise strategies about energy, fitness and training
5. evaluate training strategies about movement
6. justify training strategies about movement
7. make decisions about and use mode-appropriate features, language and conventions to communicate meaning to inform a technical audience.

Note: Objectives 2 and 3 are not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of ‘0’ will be recorded.

Where no response to a question has been made, a mark of ‘N’ will be recorded.

Marking guide

Multiple choice

Question	Response
1	A
2	D
3	B
4	D
5	C
6	A
7	C
8	B
9	A
10	D

Short response

Q	Sample response	The response:
11	Dynamic stretching uses functional movements to prepare muscles for more intense activity. It mimics the movements you're about to make as part of your training session, allowing the athlete to warm up specific muscles. It is a gentle way to ease into a workout; therefore, it should be low intensity. In the context of a midfielder in football, examples may include leg swings or walking lunges. These target the major muscle groups required for football, in addition to mimicking the actions of kicking and running. This would prepare the body for exercise by gradually raising body temperature and increasing blood flow to the working muscles. Warming up may also help reduce muscle soreness, lessen your risk of injury and aid post-session recovery.	• defines dynamic stretching **[1 mark]** • describes characteristics relating to the role of dynamic stretching in preparing the body for exercise **[1 mark]** • identifies one example of dynamic stretching from a physical activity context **[1 mark]** • explains how one example of dynamic stretching prepares the body for exercise in the physical activity context **[1 mark]** • identifies a second example of dynamic stretching from a physical activity context **[1 mark]** • explains how a second example of dynamic stretching prepares the body for exercise in the physical activity context **[1 mark]**

Q	Sample response	The response, for the first contribution:	M	The response, for the second contribution:	M
12a)	Fitness testing makes various contributions to developing athlete training programs. Fitness testing can help determine athlete performance capabilities by establishing baseline test results prior to commencing a general fitness development training program. Repeating fitness testing can measure improvement of targeted fitness components throughout a training program. Additionally, fitness testing can be used for specific athlete objectives identified during game analysis/performance evaluation or when returning from injury. The process of using fitness testing to identify areas that will underpin the w/r, duration and intensity of training sessions within a program ensures appropriate sequencing.	• provides characteristics and features of a contribution fitness testing makes to developing athlete training programs	2	• provides characteristics and features of a second contribution fitness testing makes to developing athlete training programs	2
		• identifies a role fitness testing contributes to developing athlete training programs **OR** • provides a characteristic of how fitness testing contributes to developing athlete training programs	1	• identifies a second role fitness testing contributes to developing athlete training programs **OR** • provides a characteristic of how fitness testing contributes to developing athlete training programs	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M	The response:	M
12b)	In volleyball, the outside hitter needs to have high explosive power to optimise the height and power of a spike, along with high agility to assist in blocking defence and opposition movements. Fitness testing for this position could determine baseline test results for these attributes and other relevant fitness components using tests for power and agility, such as the vertical jump test, the seated medicine ball throw and the Illinois agility test. From this ongoing and targeted data collection, a coach creates the opportunity to track growth across a training program. Fitness testing can also be used to devise training sessions. Training objectives specific to the athlete can be optimised with the required training methods and principles of training. Fitness testing results can be used to identify growth or maintenance areas for the athlete in various stages of training or when recovering from injury and pursuing a return to preinjury fitness. An example of this is a blocker in volleyball completing a vertical jump test to determine if they have returned to preinjury heights or if further conditioning is required.	• applies one identified contribution of fitness testing to address specialised movement sequences in a position- or event-specific context	3	• applies a second identified contribution of fitness testing to address specialised movement sequences in a position- or event-specific context	3
		• describes the appropriate application of one identified contribution of fitness testing to address specialised movement sequences in a position- or event-specific context	2	• describes the appropriate application of a second identified contribution of fitness testing to address specialised movement sequences in a position- or event-specific context	2
		• identifies a feature of applying one identified contribution of fitness testing	1	• identifies a feature of applying a second identified contribution of fitness testing	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:
13a)	1. Mesocycle 2. Microcycle 3. Training sessions	• correctly identifies one element **[1 mark]** • correctly identifies a second element **[1 mark]** • correctly identifies a third element **[1 mark]**

Q	Sample response	The response:	M	The response:	M	The response:	M
13b)	Mesocycles come from the sub-phases. These training periods are generally 4–6 weeks long and have a specific training focus. Mesocycles are generally made up of three to four microcycles. Microcycles are the shortest training cycles. These generally last one week and have a more specific training focus, targeted using numerous training sessions. It allows for a focused block of training. Training sessions are the organised description of activities that will occur during the identified timeframe. Training sessions detail the specific way appropriate training methods and principles should be used. When consideration is given to each of these parts, you can achieve the optimal training environment.	• explains the contribution of mesocycles in targeting specific, or a series of, energy and/or fitness requirements within a designated timeframe as part of an annual plan	3	• explains the contribution of microcycles in targeting specific, or a series of, energy and/or fitness requirements within a designated timeframe as part of an annual plan	3	• explains the contribution of training sessions in targeting specific, or a series of, energy and/or fitness requirements within a designated timeframe as part of an annual plan	3
		• describes the contribution of mesocycles to an annual plan	2	• describes the contribution of microcycles to an annual plan	2	• describes the contribution of training sessions to an annual plan	2
		• identifies a feature of a mesocycle	1	• identifies a feature of a microcycle	1	• identifies a feature of a training session	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Extended response: Question 14

The response, for one training session:	M	The response, for a second training session:	M	The response:	M	The response:	M
• provides a detailed first training session for the selected day • provides an insightful application of the training method • discerningly explains the relationship to specific movement sequences within the selected context	4	• provides a detailed second training session for the selected day • provides an insightful application of the training method • discerningly explains the relationship to specific movement sequences within the selected context	4	• provides discerning reasons for decisions connecting the developed training sessions to all features of the conditioning phase of a training session	4	• provides discerning reasons for decisions connecting the developed training sessions to the role of the competition phase	4
• provides an appropriate first training session for the selected day • provides a considered application of the training method • explains the relationship to specific movement sequences within the selected context	3	• provides an appropriate second training session for the selected day • provides a considered application of the training method • explains the relationship to specific movement sequences within the selected context	3	• provides considered reasons for decisions connecting the developed training sessions to features of the conditioning phase of a training session	3	• provides considered reasons for decisions connecting the developed training sessions to the role of the competition phase	3
• provides an appropriate first training session for the selected day • provides a feasible application of the training method • describes the relationship to specific movement sequences within the selected context	2	• provides an appropriate second training session for the selected day • provides a feasible application of the training method • describes the relationship to specific movement sequences within the selected context	2	• describes features of the conditioning phase of a training session connecting to the developed training sessions	2	• describes features of the competition phase connecting to the developed training sessions	2
• provides a feasible application of a training method in a training session	1	• provides a feasible application of a second training method in a training session	1	• identifies a feature of the conditioning phase of a training session	1	• identifies a feature of the competition phase of periodisation	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0