

Aquatic Practices 2019 v1.0

Sample assessment instrument

July 2018

Project — Boating field trip

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two different assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Aquatic Practices syllabus.

Assessment dimensions

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

- Knowing and understanding
- Analysing and applying
- Planning and evaluating

In Aquatic Practices, not every objective in each dimension needs to be assessed in a single project. However, each objective must be assessed at least twice in each year of the course.

Subject	Aquatic Practices
Technique	Project
Unit number and module number and name	Unit: 3 Module: 5. Boating

Conditions	Units 3–4
Written component	500–900 words
Performance component	During field trip, with class time to develop skills required for the final assessment
Further information	
Duration (including class time)	6 weeks
Individual/group	Individual
Resources available	<ul style="list-style-type: none"> • Department of Transport and Main Roads 2017, <i>BoatSafe Workbook</i> 6th edition, www.tmr.qld.gov.au/-/media/busind/accreditations/BoatSafe/BoatSafe_Wkbk_6thEd.pdf?a=en • <i>Department of Transport and Main Roads</i>, 'BoatSafe training and accreditation', www.tmr.qld.gov.au/business-industry/Accreditations/Boatsafe-accreditation.aspx • Internet access on school computers • All boating equipment and charts required for the performance, including safety equipment as listed on the boat checklist
Context	
<p>During this unit, you have been learning about recreational boating rules, the International Association of Lighthouse Authorities (IALA) buoyage system 'A', basic navigation, boat maintenance, boat manoeuvring, safety at sea and responding to emergency situations. You have been preparing boats for use at sea, performing pre-departure checks, and practising skills in both theoretical and practical situations.</p>	
Task	
<p>Plan, conduct and evaluate a boating field trip to Peel Island. The task includes two components.</p> <ul style="list-style-type: none"> • Component 1: Written — Trip plan and post-trip evaluation for the boating excursion, which departs Wellington Point Jetty at 9 am, anchors for lunch at Pelican Banks (or Horseshoe Bay, depending on weather) and returns by 3 pm. • Component 2: Performance — During the planned trip you will be asked to demonstrate a series of boating skills and apply them in given scenarios. 	

To complete this task, you must:

Generate a trip plan, including:

- a report explaining how expected weather conditions for the day will affect the trip, considering factors such as air pressure, temperature, rainfall, wind speed and wind direction
- a proposed route (on the chart provided) to and from Pelican Banks (or Horseshoe Bay) and a suitable anchorage, considering the tides and weather conditions. Propose recommendations for alternative routes if weather conditions change. Provide a concise and coherent explanation of the reasoning behind your proposal/s, including fuel, time, safety and other resource requirements
- a risk assessment for the proposed trip, which identifies possible hazards and assesses and manages the risks.

Demonstrate the following boating skills and apply them during the field trip in given scenarios:

- identify the main parts of the vessel and its equipment (including safety equipment)
- conduct pre-departure checks (including a seaworthy assessment)
- demonstrate knowledge of the IALA buoyage system 'A' while navigating
- correctly use safety equipment, raise the alarm during emergencies, use distress signals and assist others in distress
- moor and anchor a recreational vessel
- safely manoeuvre a recreational vessel underway.

Complete an evaluation of the field trip, addressing:

- safety control measures
- management of hazards
- the accuracy of weather and tide predictions and the effect of these on the trip
- the suitability of the anchorage
- any justified recommendations or advice for the following year's students when they prepare for this trip.

Checkpoints

- Term [X] Week [X]/[Date]: Submit draft trip plan for review
- Term [X] Week [X]: Conduct Peel Island field trip, including performance assessment
- [Due date]: Submit final trip plan and post-trip evaluation

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Discuss with your teacher or provide documentation of your progress on the trip plan.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Check you have not plagiarised any material, e.g by using plagiarism-detection software or other school processes.
- Acknowledge all sources used.
- Submit the declaration of authenticity.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive description of concepts and ideas in aquatic contexts concise and coherent explanation of concepts and ideas in aquatic contexts proficient demonstration of a comprehensive range of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> detailed description of concepts and ideas in aquatic contexts coherent explanation of concepts and ideas in aquatic contexts precise demonstration of a range of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> description of concepts and ideas in aquatic contexts explanation of concepts and ideas in aquatic contexts demonstration of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> superficial description of concepts and ideas in aquatic contexts disjointed explanation of concepts and ideas in aquatic contexts basic demonstration of skills in aquatic contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial description of aquatic information statements of information about aquatic contexts guided demonstration of skills in aquatic contexts.
Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> discerning and logical analysis of information, situations and relationships in aquatic contexts discerning and proficient application of knowledge, understanding and skills in aquatic contexts concise and coherent use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> logical analysis of information, situations and relationships in aquatic contexts controlled application of knowledge, understanding and skills in aquatic contexts coherent use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> analysis of information, situations and relationships in aquatic contexts application of knowledge, understanding and skills in aquatic contexts use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> identification of situations and relationships in aquatic contexts basic application of knowledge, understanding and skills in aquatic contexts use of basic language conventions and features to communicate ideas and information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> identification of aspects of situations and relationships in aquatic contexts partial application of knowledge and skills in aquatic contexts disjointed use of language conventions to communicate information.

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • generation of insightful plans and procedures for activities in aquatic contexts • comprehensive and systematic evaluation of the safety and effectiveness of activities in aquatic contexts • justified and valid recommendations with detailed evidence for activities in aquatic contexts. 	<ul style="list-style-type: none"> • generation of considered plans and procedures for activities in aquatic contexts • detailed and reasoned evaluation of the safety and effectiveness of activities in aquatic contexts • valid recommendations with evidence for activities in aquatic contexts. 	<ul style="list-style-type: none"> • generation of plans and procedures for activities in aquatic contexts • evaluation of the safety and effectiveness of activities in aquatic contexts • recommendations for activities in aquatic contexts. 	<ul style="list-style-type: none"> • listing of aspects of plans and procedures for activities in aquatic contexts • identification of the safety and effectiveness of activities in aquatic contexts • statements of opinion about activities in aquatic contexts. 	<ul style="list-style-type: none"> • collection of information related to planning in aquatic contexts • statements about aspects of the safety and effectiveness of aquatic activities • statements about aspects of activities in aquatic contexts.