VCE Health and Physical Education learning area (Health and Human Development, Outdoor and Environmental Studies and Physical Education)

School-based Assessment Task Types –
Units 1–4

Introduction

This supplementary material has been developed to guide teachers in their approach to developing School-based assessment tasks in subjects within the VCE Health and Physical Education learning area (Health and Human Development, Outdoor and Environmental Studies and Physical Education).

General assessment advice

* Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). Teachers must refer to these publications for current advice.
* The principles underpinning all VCE assessment practices are explained in [VCE assessment principles.](http://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)
* The [glossary of command terms](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/GlossaryofCommandTerms.aspx) provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations and to help students better understand the requirements of command terms in the context of their discipline.
* Study designs for each VCE Health and Physical Education study contain examination specifications, past examination papers and corresponding examination reports. They can be accessed from the:
* [Health and Human Development](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/index.aspx) webpage
* [Outdoor and Environment Studies](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx) webpage
* [Physical Education](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx) webpage.
* Graded Distributions for Graded Assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information](https://www.vcaa.vic.edu.au/administration/research-and-statistics/performance-senior-secondary/Pages/Index.aspx).
* Excepting third-party elements, schools may use this resource in accordance with the [VCAA’s Educational Allowance](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) (VCAA Copyright and Intellectual Property Policy).

Units 1 and 2

All assessments for Units 1 and 2 are school-based. The determination of an S or N for each of Units 1 and 2 is a separate consideration from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Teachers should note the cognitive demand of the command terms in the outcome statements to determine the type of teaching and learning activities and evidence of student understanding that will be needed for students to demonstrate satisfactory completion of each outcome.

Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for schools to decide. Schools have flexibility in deciding how many and which assessment tools they use for each outcome, provided that these decisions are in accordance with the study designs for each respective subject and VCE Assessment Principles.

Units 3 and 4

The student’s level of achievement in Unit 3 and Unit 4 Health and Physical Education learning area subjects will be determined by a combination of School-based assessment and an externally assessed examination. School-based assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same task, they should ensure that the options are of comparable scope and demand. The types and range of forms of School-based assessment or the outcomes are prescribed within the study design for each subject.

Examples of assessment types

This section provides general advice on school-based assessment types that commonly feature within VCE Health and Human Development, Outdoor and Environmental Studies and Physical Education.

It is important to note that the selection of a task type must be referenced against the specific study design. The following list of assessment types is not exhaustive and represents examples of tasks featured across the three studies.

In considering the use of a variety of assessment task types, it is important to ensure the task considers:

* compliance (to the study design, unit, area of study, outcome, key knowledge, key skills and VCE assessment principles)
* rigor (accessible to a range of student abilities, correct use of command terms and mark range/allocation)
* engagement (school and student context, stimulus material and preferred learning styles).

Teachers are encouraged to utilise a range of assessment types in assessing students’ understanding of an Outcome, rather than using assessment tasks to prepare students for the written examination.

Written report

* Can either report on findings from an investigation or suggest outcomes for a particular case or scenario
* Can utilise either or both of primary data or secondary data, dependent upon the specific task requirements
* Requires students to synthesise information (e.g. data, observations or research), organise ideas and suggest findings or outcomes, presented through an extended piece of writing
* Should contain three sections: introduction, body and conclusion
* The introduction should include a brief summary of the main findings.
* The body should unpack the main findings and provide a detailed description supported by data (primary and/or secondary depending on task requirements).
* The conclusion should include what was learnt through the investigation, including a summary of findings or outcomes.
* Each section should contain scaffolding prompts for students to respond to. These could be dot points of required knowledge, an inquiry question, a broad statement for students to respond to, or a combination of approaches.

Case study

* Requires students to apply knowledge and thinking skills to a real situation
* Should have the same structure as a written report (introduction, body and conclusion)
* Will most likely involve the analysis of secondary data that has been provided in the way of a context. The data is likely to be more descriptive in nature.
* All scaffolding prompts must require students to apply their knowledge to the case study.

Data analysis

* Has the same structure as a written report and case study
* The data is most likely to be mainly numerical in nature and could be represented in tabular, graphical or infographic form, rather than the largely descriptive data associated with a case study.

Laboratory report

* Should communicate what the student did, what the student learnt and why the findings are important.
* Should have a structure that contains:
* An Aim, Introduction or Hypothesis – this can be either established by the students or provided to the students prior to completing the activity
* A Method – this is likely provided to the students prior to the activity
* A Results section – this is primary data collected through completion of the laboratory activity. Students could refer to their own collected primary data or could be provided with a collated sample set of primary data that reflects the participation of the whole class in the activity.
* A Discussion – students could be provided with a set of short answer questions or prompts that require them to respond in an extended written response, such as in the body section of a written report. If using short answer questions, these need to relate directly to the activity and require students to refer to data collected in the Results section.
* A Conclusion – this summarises the main findings and should be linked back to the introduction, aim or hypothesis and in doing so acknowledges why the findings are important.

Visual presentation

* Could be in the form of a concept map, graphic organiser or an annotated poster
* Could be implemented by providing planning/research time that collects information based on scaffolding prompts. The visual presentation could then be completed in class using the research notes collected.

Oral presentation

* Could be a debate, solo oral presentation or presented as a podcast
* Could be implemented by providing planning/research time that collects information based on scaffolding prompts. The oral presentation could then be completed in class using the research notes collected.

Structured questions

* A set of questions that could contain any or all of multiple choice, short answer and extended response questions
* Questions should be structured to allow the reference to relevant data where required.
* Short answer questions should be answerable in no more than a few lines and structured so that higher marks can be awarded for higher performance (rather than a series of discrete lower order questions).
* Sequential questions in which the same stimulus is used should develop in complexity throughout the parts of the question and minimise questions where the answer to one part depends on a correct answer to a previous part.
* Extended response questions require a response longer than just a few lines to demonstrate the highest level of response. They should provide an entry point (i.e. be accessible to all students) and allow the opportunity to demonstrate high-level knowledge.